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ABSTRACT

This four-part thesis explores the development of enrollment management in higher education and assesses the impact of marketing on recruitment and retention. Part 1 examines the concept of enrollment management, a coordinated approach to marketing, recruitment, and retention efforts which emerged almost a decade ago in response to declining numbers of college-age students. This section includes chapters describing several models of enrollment management at two- and four-year colleges, and discusses the role of enrollment management in the institutional environment. Part 2 discusses the broadening perspective in managing enrollment. It includes chapters on marketing in higher education, recruitment competitiveness, and retention strategies. Part 3 focuses on the interrelatedness of marketing, recruitment, and retention in the 1990's. In addition, national enrollment projections are analyzed, emphasizing minority group enrollment, and the impact of these projected enrollment trends and emerging technology on marketing, recruitment, and retention is discussed. The final section presents conclusions and recommendations, including the following: (1) for enrollment management to succeed, the concept of accountability must be fostered at an institution's top administrative levels; and (2) academic advising and the relationship between students and faculty are critical to student success. Faculty support and participation are crucial to effective enrollment management. To address the predicted growth in students who are part-timers, older, female, and minority, institutions must become increasingly adaptive with respect to curricula and class scheduling. A a 36-item bibliography, a glossary of enrollment management terms, and a summary of national data on college freshmen are included. (PAA)

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THE MARKETING ASPECT OF ENROLLMENT MANAGEMENT: EVALUATING THE IMPACT ON RECRUITMENT AND RETENTION IN INSTITUTIONS OF HIGHER EDUCATION

Josephine Grove, A.D.N., B.A.

A Thesis Presented to the Department of Business & Administration of Fontbonne College in Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

1992

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DIGEST

The concept of enrollment management emerged almost a decade ago in higher education. The responsibility for coordination of the marketing, recruitment and retention efforts of many colleges and universities is the primary function of enrollment management. The marketing aspect of enrollment management is developed in the marketing plan. This plan provides the fundamental approach used by the institution to market its product (education) to consumers (students). A shrinking pool of qualified applicants encouraged the development of creative recruitment activities to attract students to a particular college. Retention strategies are internally initiated to provide for assessment of institutional effectiveness, student outcomes and student satisfaction.

Two areas impact student retention: academic advising and the faculty-student relationship. When these areas provide assistance to students in a student friendly, student centered environment, the probability for successful student outcomes is significantly increased. Gaining faculty support and participation

in the enrollment management concept is crucial if efforts are to be successful. A number of factors are involved in the college choice decision, and effective managers consider costs, distance and faculty in marketing the institution.

National trends for the coming decade predict a gradual and steady growth pattern for colleges and universities. The student body, however, will look different from the past. The "new traditional" (my words) student will be older, over thirty-five, female, and probably a minority. The needs of these older, part-time students will require institutions to be adaptive in the curricula and in scheduling classes.

Any plan for the future should include accountability as a concept to be embraced campus wide. An avenue for measurable outcomes should be an integral part of institutional objectives. A revitalized approach to student needs should be at the center of all thought, policy and planning for colleges to insure student success.

DEDICATION

To the memory of my mother, Cleora, and my sister, Glorine. Two generous women of color who did not have the opportunity to attend college. They were my best teachers

ACKNOWLEDGEMENTS

My sincere appreciation to the educators around the country who took the time to return my calls and share their expertise. Special thanks to my colleagues at St. Louis Community College at Forest Park for sharing their time and knowledge and giving support whenever asked. In particular, my thanks to Bart Devoti, Lauren White, John Cosgrove, Jeanne Jae, and Jerry Henderson.

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PREFACE

Enrollment management is one of the newest disciplines in higher education having emerged almost a decade ago in response to the declining numbers of college age students. The increased competition for this shrinking student population would require a coordinated approach to marketing, recruitment and retention efforts.

This paper attempts to explore how enrollment management has evolved thus far and how the marketing aspect of enrollment management impacts on recruitment and retention strategies. The enrollment projections for the nineties is discussed, and an effort was made to determine what effect, if any, these projections could have on future enrollment management functions.

Numerous articles and books are available that discuss the various facets of enrollment management. The recognized experts in the field appear to be Hossler, Stupka and Topor, and their works are heavily cited. The Noel Levitz Centers are the industry leaders in the areas of recruitment and retention having produced numerous papers and articles and

national statistics. A thorough review of their work produced many interesting insights.

Whether student enrollment is growing or in decline, this is an exciting time to be involved in enrollment management and with the technology expected in the near future, the challenges and opportunities seem unlimited.

PART ONE

ENROLLMENT MANAGEMENT: THE CONCEPT

CHAPTER 1

ENROLLMENT MANAGEMENT: AN INTEGRATED APPROACH TO STUDENT SATISFACTION

For most institutions of higher education, a major thrust is to attract students to its campuses who go on to matriculate and graduate. In the past, this process involved an aspect of "friendly" competition among colleges during a time when college choice was as much a product of family tradition as it was of academic specialty. Those were the golden days in terms of attracting students whose attendance at colleges and universities, was an option available to a relatively small strata of the population.

Those days of ease and privilege evaporated in the late fifties with the passage of civil rights laws affecting all aspects of society. Started during the Johnson Administration, government sponsored financial aid programs made attendance at institutions of higher education a viable opportunity for millions of young people previously locked out by race, class and inability to pay.

This broadening of the base of students available to attend college, heralded the entrance of the

community college system and schools designed for educating students in the allied professions. With a large percentage of funding for public colleges and universities based on student enrollment and state support directly related to credit hour counts, the competition for students became an integral part of the charge to the admissions or high school and college relations offices. This competitive approach quickly evolved to include three interrelated phases: marketing, recruitment and retention.

The marketing aspect of this effort traditionally involves the development of print materials such as brochures, viewbooks, catalogs and includes media promotions in the form of television ads, radio spots and billboards. Each of these marketing avenues is designed to send a message on what the institution is like and the type of student who might want to attend.

The recruitment phase tends to be more direct and consists of responses to student inquiries, attendance by college personnel at college day and night programs and face to face interactions with students and their parents. In addition, invitations to visit campuses in a structured or unstructured setting is an integral component of recruitment strategy.

The retention phase has as its goal retaining the matriculated students. Retention models frequently include freshmen orientation, mentoring programs and an institutional approach to early detection and tracking of marginal or probationary students.

In the early eighties, it became clear that the number of college age students was declining and the competition for this shrinking population became more intense. Also, during this period a new discipline began to emerge in colleges serious about maintaining high enrollments. Campus leaders recognized the need for a skilled professional to manage its marketing, recruitment and retention efforts. This discipline known as enrollment management has been given the responsibility and charged with providing leadership for the development and implementation of a comprehensive plan for growth and change.

Enrollment management differs from the typical admissions focus of primarily attracting and admitting students. Enrollment management includes two additional component parts: marketing concepts and retention strategies.

As a concept, enrollment management includes a proactive approach, by an institution, to assure itself of continuous growth from a pool of qualified

applicants. The process of achieving this goal includes a number of activities designed to present the institution, in its most positive image, to diverse groups of prospective students.

One widely adopted definition of enrollment management is provided by Hossler (1984) who states:

> "Enrollment management can be defined as a process, or an activity that influences the size, shape, and the characteristics of a student body by directing institutional efforts in marketing, recruitment and admissions as well as pricing and financial aid. In addition, the process exerts a significant influence on academic advising, institutional research agenda, orientation, retention studies and student services. It is not simply an administrative process. Enrollment management involves the entire campus."[1]

Enrollment management is further defined as a research driven set of activities that done successfully can influence the numbers and characteristics of matriculants. This is accomplished partially by the utilization of national research information relating to college choice issues, attrition rates and institutional "fit." National statistics can then be compared to campus specific information to provide a profile of the type of student most likely to select a particular college and why. Armed with this information, enrollment managers are able to identify that segment of the community most

compatible to the expressed image of the institution or those students who might have a good "fit." The campus could tailor its message to this segment of the market.

Enrollment management can be constructed in a number of ways depending on the needs, size and climate on campus. The most commonly adopted models include the following:

Enrollment Management Coordinator

The advantages of this model include relative autonomy, ability to be creative, no restructuring is required, and there is little threat to other areas. The major disadvantages include the lack of input at the senior level and the dependence on one person to carry the ball.

Enrollment Management Committee

Autonomy, creativity and lack of need to restructure are advantages; while the potential for a lack of focus and low impact are inherent disadvantages.

Enrollment Management Matrix

Major advantages include coordination, the ability to impact campus policies and the involvement of a senior level administrator. The time it would take to

initiate the required restructuring is the primary drawback to this model.

Enrollment Management Division

The synergy that can develop among staff working on a coordinated plan could produce high impact and make this model quite attractive. However, the expected resistance to restructuring, high cost and reduced autonomy weaken this model.

To be successful, enrollment managers must assert a scope of activity much broader than the role of an admissions officer. Caution is necessary to prevent attempts to limit enrollment management functions to recruitment activities. An effective enrollment management program should be able to influence many areas that are student intensive. Those areas include:

1. **Marketing and Recruitment.** Institutional data can identify current and potential markets. The enrollment manager must inform, motivate, and service these markets.
2. **Pricing and Financial Aid.** Because these two factors have a significant influence on attendance, the enrollment manager should have the authority in consultation with other senior officials to set tuition levels and award financial aid to enhance enrollment.

3. **Academic and Career Advising.** Advising has an important influence on career decisions made by students and this impacts student satisfaction and persistence.
4. **Academic Assistance Program.** Many high school graduates are ill prepared to perform college work. Enrollment managers should notify the academic assistance center of the needs of incoming students and the academic advising center should keep the enrollment management office informed of the trends and progress of the students currently being assisted.[2]
5. **Institutional Research.** Enrollment management should have a high priority in the institutional research area. Data should routinely be gathered on the characteristics of potential and actual matriculants.
6. **Orientation.** These programs can help reduce anxiety and facilitate student success in the campus environment.
7. **Retention Programs.** This is the campus wide effort to improve student persistence.
8. **Student Services.** Services such as athletics, student activities, career planning and placement, and residence life have a major

> impact on the campus environment. Student services help to shape the institution's attractiveness to potential students.[3]

To implement a successful enrollment management plan, the enrollment manager should be able to exert influence on the above areas either by administrative edict or by the establishment of a positive relationship with the manager of these areas. The method chosen will depend primarily on the enrollment management model selected.

In initiating an enrollment management plan, a first step, recommended by most experts, is the establishment of the enrollment management task force or enrollment management committee. As the administrators recognize the need for change in facilitating an effective enrollment management program, they should also be aware of how the institutional climate may be affected. Implementing these changes can be difficult.

The Enrollment Management Task Force can be a vehicle to promote change by creating the opportunity for a better understanding of how enrollment management efforts can positively influence enrollment. The Enrollment Management Task Force can also play a crucial role in addressing the issue of institutional

climate. A positive campus climate can significantly enhance enrollment programs and is critical in enrolling new and returning students. If climate is a problem, it can be a very difficult one to improve.[4]

Composition of the task force can be of varying sizes and include faculty, administrators, staff, and students. The key is to gather the right people in the right numbers who will support the task force goals. Members can: create the right atmosphere to effect change and make things happen; be influenced in some way by the work; be able to aid in implementing changes for the key areas; be able to assist in building the climate needed for enrollment management and be involved in any change process that may occur.[5] The enrollment manager usually chairs this task force and one of the first objectives may involve educating task force members regarding enrollment management concepts and processes. While administrators may be knowledgeable regarding enrollment management, to faculty and staff it may be just another new "catch" word.

A systematic process for introducing enrollment management to the task force can significantly aid in their understanding. Because enrollment management involves the intra-institutional commitment of staff at

various levels, introducing enrollment management at an optimum time is crucial. Problems that can develop from lack of attention to the process include:

- Development of databases that ultimately sit on a shelf with low impact on enrollment.
- Discouragement and hostility on the part of the campus community due to lack of immediate success in enrollment efforts.
- Introduction of task force members into the process before there is much that it can do. Members excited initially have decreased enthusiasm when there is little they can do.[6]

To avoid these unwanted outcomes, enrollment management should be introduced in phases. The final phase should involve the implementation of strategies that will achieve an enrollment gain.

The final element in the development of an enrollment management program is a method which evaluates progress as a measure of institutional effectiveness and student satisfaction. The task force should address the issues of how to assess program effectiveness and make recommendations toward this end.

Introducing the concept of enrollment management signals that an institution has taken a look at itself, not from the internal and often myopic perspective, but

from the view of the prospective student both traditional and non-traditional. A fragmented approach to marketing, recruitment and retention can be a costly and non-productive venture. Enrollment management allows for the development of a campus plan that is comprehensive in scope, involves the key campus participants in the development of that plan and provides for an evaluation process to assess student satisfaction. Enrollment management is research driven and the data gained provides the foundation for identifying a market segment and developing a profile of the characteristics of students who would be most likely to enroll.

CHAPTER 2

THE ROLE OF ENROLLMENT MANAGEMENT IN THE INSTITUTIONAL ENVIRONMENT

Introducing a new element into campus life can be a frustrating and difficult prescription, for both the individual hired to fill the enrollment management position, as well as for the staff in departments most affected by enrollment management. Ultimately, if the enrollment management effort is to succeed the entire campus family will be affected. Enrollment management is a campus wide effort. Without immediate increases in growth, however, the tendency is for some faculty and staff to view enrollment management as just another admissions activity and responsibility. The most common perception is to see enrollment management primarily in terms of recruitment activities such as attendance at college day and night programs.

The various factions on campus contemplating another change by this new concept, frequently speak in voices filled with dismay yet mingled with a desire for change. This probably reflects a shared sense of frustration.

Faculty

"If I were president I'd raise admission standards in two minutes, and I think that would do more for morale, improving teaching and increasing productivity than all other ideas combined."

Clerical Staff

"Without the union we'd be last around here."

Senior Professional Staff

"It isn't how good you are, it's how long you've been here that counts."

Academic Deans and Department Heads

"We often get caught in the middle of an impossible situation. I'll never get used to being viewed as the enemy by my faculty colleagues, but that happens all the time."

"I'm really looking forward to retirement, even though that's quite a ways off."

Governing Boards

"It would be nice to turn the clock back to when the campus was not so complex, people were all headed in the same direction, and things were more like a big family."

Students

"They act like they've never heard of consumer rights. We're the consumers, so they have to respond to what we want and how we want it."

Administrative Department Heads, Directors

"If you're really smart you'll spend time building your turf and protecting it, or somebody will end up taking some of it away."

Executive Administration

> "Anybody at this level who's honest with himself has to admit that to stay on top of things you have to be a master of political juggling, crisis reaction, and instinctive gut-feel. Maybe that's not good judgment and maybe it doesn't produce perfect results, but that's where we're at."[7]

These voices seem to invoke some common themes that could be translated to indicate feelings of withdrawal, isolation, mistrust, powerlessness and passivity.[8] These negative reactions can have a tremendous impact on morale, productivity and can inhibit the success of any new initiative through complacency and sabotage. Fortunately, these are only some of the voices heard in campus corridors. Other voices are speaking with positive messages that reflect hope, enthusiasm and a readiness to embrace change.[9]

Students

> "If I didn't think this was the best school, I wouldn't be here."

> "When I was a freshman it seemed like nobody cared, but now they're falling all over themselves to make you feel like they care and starting to do things they should have been doing in the first place."

Faculty

> "This place is really underrated. If you knew where to look, you'd be amazed at some of the super things happening in the classrooms on campus."

> "Most of the changes are long overdue . . . faculty need to be involved throughout . . . who around here can know more about the college than faculty?"

Clerical Staff

> "If we didn't turn some of this around the college would go down the tubes -- and that just isn't going to happen."

Academic Deans and Directors

> "We need to build on the strong foundation that's already here."

Governing Board

> "This is a great school and it's a shame more people don't know it."

Executive Administration

> "There's a real sensitivity to getting things turned around and that's tremendous; but I hope we don't get too carried away and go overboard on this."[10]

These are just a few of the voices that must concern enrollment management. In addition, there are groups external to the campus who have an interest in positive changes that will influence growth and enhance retention. These groups include accrediting agencies, the state higher education commission, government funding agencies, and local taxpayers. These groups want to see evidence of measurable outcomes, high quality, adherence to the mission, and continued results with limited resources.[11]

Clearly, the task facing enrollment managers is a challenging one, but a task with the potential for positively impacting the lives of many students. The enrollment manager will need to mobilize the campus to accept and support new initiatives, seek out and gain the backing of faculty who are a critical component of any enrollment management plan. Working with the task force, the enrollment manager should set a goal of developing an enrollment management plan for the campus that will reduce attrition, increase enrollment, and most importantly, enhance student satisfaction. Approaches to achieve stated goals could include:

- Marshaling resources to provide a student centered, user friendly campus;
- Treat students with respect and provide them with quality education; and
- Keep as a priority the philosophy that the positive interaction and involvement of faculty with students is a critical success factor.

PART TWO

THE BROADENING PERSPECTIVE IN MANAGING ENROLLMENT

CHAPTER 3

MARKETING IN HIGHER EDUCATION

Over the past decade, one of the concepts moving through the halls of academia is the idea of applying the concept of "marketing," and market research to higher education. It was certain political suicide to utter the words "marketing" at a faculty meeting or a gathering of the president's cabinet.[12]

With the changing realities confronting administrators in higher education, it is probably safe to conclude that marketing is here to stay. The changing demographics, coupled with the increased competition among institutions, accentuates the acuteness of the problem. Institutional vitality and, in extreme cases, institutional survival, will require new strategies for meeting these current issues. Academia has quietly rejected the use of words like "marketing and consumer" and disguised them in other words like institutional research, enrollment management or issues management. Who could argue with anything as innocuous sounding as "issues management?"[13] Why does this attitude exist? Faculty and staff tend to associate marketing with the

types of strategies usually used in business such as flashy ads for fancy cars or slick, glossy brochures for expensive products. Unfortunately, some over zealous colleges have used inappropriate promotional techniques such as scholarships in balloons or bring-a-friend-get-a-deal gimmicks.[14]

A brief distinction between advertising and marketing would probably be helpful here. The modern marketing concept is first and foremost a basic frame of mind, a philosophy of doing business involving a conviction that as the company serves the consumer, it serves itself. Using this marketing concept, planning begins with the consumer, and understanding the consumer becomes the first order of business.[15] Smart management must identify the mix of marketing variables which will achieve marketing objectives. The mix is crucial for determining the right combination of factors that will obtain the most "bang for the buck."

If a marketing campaign is unsuccessful, the reason why may be in one of the following:

1. The product may not be right.
2. The price may not be right.
3. The distribution may not be right.
4. The selling techniques may not be right.[16]

These are just a few of the varied factors that can negatively influence the outcome of a well thought out marketing strategy.

While the marketing concept covers marketing issues, the communication concept focuses on the process by which messages are transmitted to a target audience. Marketing communication includes forms of communications (such as advertising) used to persuade target audiences to change their opinions or attitudes or to act in a certain predetermined way.[17]

Advertising as a form of marketing communication includes three distinctive characteristics. First, it provides its audiences information about products and services. Second, advertising is a persuasive form of communication and third, advertising is non personal in nature. In other words, advertising communication reaches the audience only after the mediating influence of television, a newspaper or some other medium.[18]

What can marketing do to assist leaders in institutions of higher education address the issue of declining enrollment and contribute to organizational growth? Marketing can emphasize the quality of education by forcing colleges and universities to understand and promote the things they do best. Marketing can encourage colleges to see itself through

the lens of prospective students which may be quite a different picture than the myopic one seen internally. Marketing requires colleges to find out why students do not enroll and why they do not persist. Marketing will also force colleges to analyze curricula and programs and ensure that program offerings meet student needs.[19] While a well thought out and executed marketing plan cannot guarantee success, it does increase the probability of meeting objectives and assist in creating a climate open to change.

Marketing in higher education goes far beyond advertising promotion and functions as a two-way street between the institution and the prospects. It does this by assessing the needs of prospective students, often by developing programs to meet those needs. Effective managers should remember one of the basic laws of marketing: people do not buy products or services; people buy expectations of benefits or solutions to problems.[20]

Five business concepts which provide a basis for marketing in higher education has been identified by Topor (1983), a leading expert in this field who concludes that:

"1. *The self interest aspect of a transaction or exchange is important.* Both the buyer

(client) and seller (your institution) need to believe that they are receiving greater value than they are giving up.

2. *The marketing task stresses the idea of satisfying client needs.* Your product (undergraduate and graduate curricula, research facilities, special interest programs, such as ROTC, black studies, women's studies) must match your client's educational needs.

3. *The marketing mix - the tools used to market your product -- includes promotion, advertising, publicity, public relations, and publications.* This mix is essential for success.

4. *An effective marketing strategy stresses the distinctive competence of an institution.* What distinguishes your institution from similar institutions? What is your institution's differential advantage? (The differential advantage is the composition of all the factors that make your institution unique.) You can position your college or university and highlight your attributes without judging your competitors. The idea is

to sell yourself, not to malign the competition.

5. *Successful marketing begins with the client, not the institution.* It means looking from the outside in, not from the inside out."[21]

With these basic rules in mind, some of the first steps necessary to advance the marketing concept include the development of the marketing plan, targeting the market and consideration of the college choice variables. Developing the marketing plan has a number of valuable benefits to the institution. It causes the college or university to think ahead in order to better utilize college resources; it assigns responsibility and coordinates and unifies efforts; it facilitates control and evaluation of results of all activities; it creates awareness of obstacles to overcome; it identifies marketing opportunities; provides an information source for current and future reference and facilitates progressive advancement toward institutional goals.[22] The minimum requirement for any marketing plan is that it be clear, simple in language, practical, flexible, complete and workable.

The next consideration should be for the college or university to target specific market segments in

which to implement the marketing plan. A market segment can be defined as a subset of buyers with similar needs and responses to marketing offers. Put another way, the act of dividing a market into distinct and meaningful groups of buyers, who might merit separate marketing mixes.[23] The **primary** market consists of a high-yield number of applicants received consistently, over a long period of time, from certain secondary schools or from a given geographic area. A large number of these applicants are usually accepted for admission and elect to matriculate. An enrollment yield of 40 to 50 percent of students accepted for admission over a three to five year period constitutes a single primary market. Generally, the primary market is within three hundred miles of the institution.[24] The **secondary** market is defined as a low yield market from which an institution has received a steady flow of applicants over a three to five year period, however, few of the students accepted have pursued enrollment.[25] Beyond the primary markets' three hundred mile radius, the secondary market is quite a bit larger. Because of the size and, typically, a lack of data analysis, it is not unusual for an institution to divert more of its resources to the secondary market than to the primary market.[26] The hope is that the

primary market radius will widen, however, this will occur only if a significant change takes place. For example, if the institution's reputation becomes more prestigious or if the offering of new programs is in high demand. The optional approach may be to focus on and stabilize the primary market. Many colleges have experienced changes in its "typical" student and as new types of students attend college, they generate new market segments. Over the last two decades more minorities and women have enrolled in colleges. The number of part-time students is also up, and the new median age in 1980 was twenty-seven.[27]

The process by which a prospective student makes a college choice is the fourth major area for institutions to consider in developing the marketing plan. Selecting a college is a complex decision that may not be made for many months and is often selected at the last possible moment in order to meet college deadlines.

Grabowski (1981) lists six phases of college selection.

- Making the decision to attend college.
- Developing a list of colleges.
- Deciding where to apply.
- Completing applications.

- Receiving acceptance.
- Making the final college choice.[28]

In addition, information available to students usually comes from four major sources:

- Personal (friends, parents, admissions counselors).
- Public (media, college guides).
- Institutions (viewbooks, catalogs, college days/nights).
- Experiential (campus visits).[29]

While the primary factor influencing college choice is proximity to the student's home, a number of other factors impact this decision, including (in alphabetical order);

Athletic facilities
Academic reputation
College faculty
Economic status
Financial aid
Former students
Geographic location
High School counselors
Job placement rates
Institutions
Job placement rate
Institution's competition
Interviews
Siblings attended
Parent preference
Physical plant
Recruiters
Size of school
Social activities
Academic program
Visits to campus[30]

The most commonly sought out texts on college choice include the following: The College Handbook; Barron's Profiles of American Colleges; and The Comparative Guide to American Colleges.[31]

There is no agreement on which factor is most important in influencing college choice, however, institutions can utilize campus specific research to determine the factors most important to them. For the majority of students, the issues of cost, location, and placement after graduation, were of highest priority.[32] See Figure 1.

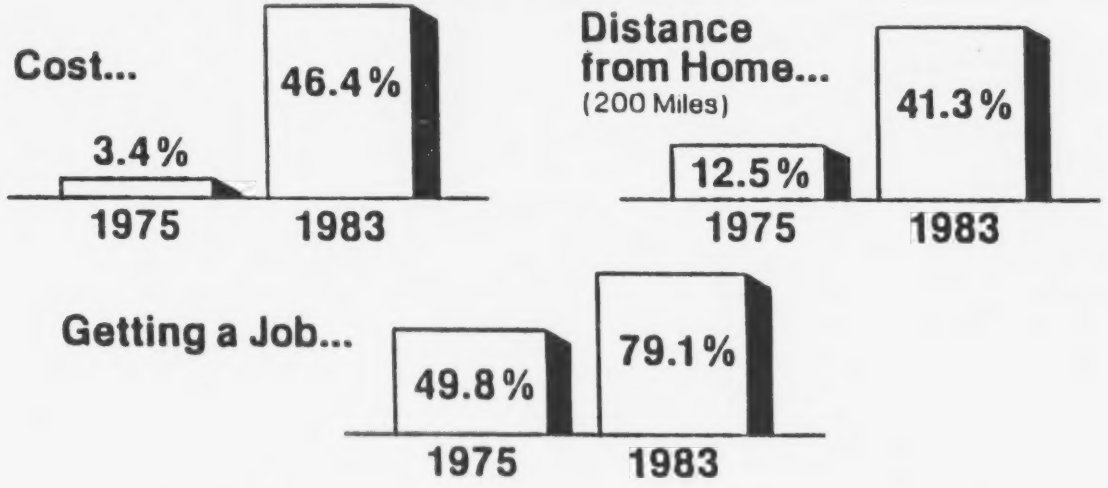

Fig 1. College Choice Criteria

CHAPTER 4

RECRUITMENT COMPETITIVENESS

People, in general, like to feel a sense of recognition and connectedness. Nobody wants to be just another statistic on the research graph. Colleges and universities dedicated to serving students are aware of this fact and customize their recruitment efforts to provide a personal touch in all they do. From the smallest act like sending a personalized and signed letter in response to a telephone inquiry, to coordinating a campus program for 2000 students from all over the state, institutions should take every opportunity to be sensitive to the need for personalization of its message. See Figure 2. Consider this: In 1985, Oklahoma State University wanted to increase the number of minority National Merit and National Achievement Finalists on its Stillwater campus. As Assistant Director of High School and College Relations, this writer was given the charge of achieving this objective. Recognizing that this small group of students is heavily recruited by colleges and universities from across the nation, I knew that it would be prudent to develop a recruitment

STUDENTS ARE...

...the most important people on the campus. Without students there would be no need for the institution.

...not cold enrollment statistics but flesh and blood human beings with feelings and emotions like our own.

...not people to be tolerated so that we can do our thing. They are our thing.

...not dependent on us. Rather, we are dependent on them.

...not an interruption of our work, but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.

Unknown.

Fig. 2. The Importance of Students

strategy that would be creative and effective. Oklahoma State's concentration was strictly limited to Oklahoma Finalists, therefore, the plan developed utilized our advantage of proximity. A "team," composed of myself, representatives from the financial aid office, and from the academic division indicated by the student, made visits to the homes of these students. (The idea for in-home visits came out of my background as a home health registered nurse.) Prior to our home visit, the team would study information about the student and prepare a "package" to present to the student and their parents, all around the kitchen table in the comfort of their own home. This strategy brought eleven minority Merit and Achievement Finalists to the Oklahoma State campus in the fall of 1985. The previous year had seen only one minority finalist enrolled. Because of the program's success, the next year the program was expanded to include all National Merit and National Achievement Finalists.

Another example of the personal touch is the Prospective Student Data Base adopted by the admissions' office at St. Louis Community College at Forest Park in 1989.

Protocol for Prospective Student Data Base (PSDB)

The prospective student data base is composed of a listing of student information obtained from the following sources:

1. All telephone inquiries to the office of admissions.
2. All written inquiries to the office of admissions.
3. All names collected on white cards from college day, college night and college fair programs.
4. All inquiries by mail or phone from businesses or colleges.

This information is then entered into a computer program according to specific designations for future use.

The immediate response to telephone and mail inquiries is as follows:

1. Information request forms and mail is given to the enrollment management secretary on a daily basis.
2. An appropriate letter is selected from the "letters notebook." See Figures 1 to 7.
3. Each letter is signed by the enrollment management coordinator.
4. The appropriate materials plus personal letter are packed and mailed. This material must always include a letter, viewbook application for admission and schedule of classes in addition to other pertinent brochures, etc.

5. Each inquiry is to be processed within 24-48 hours of the initial request. A 24 hour turn around time is preferred.

6. The business/college response letter is to be mailed in the same 24-48 hour time frame. The package of materials is sent under separate cover.

7. Names of all businesses/colleges are to be entered on the "Business/College Mailing List" for future use.

During this time of strong competition for the decreased pool of qualified applicants, creative and successful recruitment programs abound on campuses around the country .

The concept of personalization must be reflected in off-campus efforts and on campus as a campus-wide responsibility. For example, when a student (in whom the institution has made a recruitment investment) visits the campus for the first time, he/she should encounter a student-friendly, student-centered environment.

The recruitment program at an institution goes hand in hand with the marketing plan. The marketing plan should be closely tied to the recruitment activities and timed to enhance the face-to-face contacts at college day or college night visits. A long list of recruitment activities are standard fare as institutions compete for the attention of students.

These include: telemarketing, attendance at college fairs, college day and night programs, structured campus visits, and campus tours. These activities are usually grouped into "off campus" or "on campus" initiatives for reporting purposes. Figure 3 reflects the on campus schedule of recruitment events for the High School and College Relations Office at Oklahoma State University for the 1986-87 school year.

Telemarketing or phonathons is very popular at four year universities and is usually conducted one to two times each year over four, five or six evenings. Faculty members are the big participants in phonathons. The relationship between faculty and college choice is well documented, therefore, when faculty make calls to students and their parents, it is very impressive to families who feel the institution is communicating a message of commitment to the student-faculty partnership.

Attendance at college programs put on by high schools, are either held during the school day and is student focused or is held during the evening and recognizes the influence of parents on college choice. At OSU in the 1985-86 school year, a staff of five admissions representatives attended programs at two hundred fifty-nine (259) high schools over a ten-month

Fig. 3. On Campus Event Calendar

HIGH SCHOOL AND COLLEGE RELATIONS

ON-CAMPUS EVENT CALENDAR 1986-87

JULY	21-Aug 1	Enrollment Phonathon
AUGUST	20	Enrollment
	21	ALPHA
	22	ALPHA
SEPTEMBER	23	Targeted Counselor Conference-Tulsa
	25	Targeted Counselor Conference-OKC
	27	College Weekend
OCTOBER	11	Black Heritage Day
	16	High School Day
	19-22	October Phonathon (4 days)
	26-28	Minority Student Phonathon (3 days)
	25	National ACT Test (Homecoming)
NOVEMBER	1	National SAT Test
	15	Scholars Day
DECEMBER	6	National SAT
	13	National ACT
	21-Jan 15	Christmas Break Speakers Bureau (all students)
JANUARY	20.21.22.	Phonathon (6 days)
	25.26.27	(includes National Merit/Achievement)
	26	ACT Workshop
FEBRUARY	14	Academic Achievers Celebration
MARCH	7-16	Spring Break Speakers Bureau
	19	Transfer Day
	25	Hispanic High School Day
	28	Multicultural Honors Luncheon
APRIL	9	Native American High School Day
	17	Speakers Bureau Luncheon
	19-20	OKC, Tulsa College Affaire
		Interscholastic Contests
MAY	12	New Student Orientation Begins (28 sess.)
		High School Awards Programs Begin
JUNE		Minority Student Enrollment Phonathon
JULY		Summer Scholars Weekend
		Enrollment Phonathon

UCAP Programs as requested (special interest groups)

Church Outreach Programs continue all year.

period and racked up 51,000 miles on campus vehicles. Any contact with students either on or off campus provides the direct method for distribution of marketing materials in the form of brochures, viewbooks, and college catalogs. Pencils, cups, pennants, tote bags, key rings, and the like, all sporting the college name, logo and telephone number are frequently used as give-a-ways.

Structured campus visits is yet another strategy that allows students to have an "up close and personal" experience on campus. Talking with faculty, visiting academic divisions and touring the campus can be personalized to meet individual student needs. From simple campus tours to comprehensive events which include presentations by the President of the campus, the Deans of the academic divisions as well as student service deans, the student centered approach should be evident. These major events can include formal banquets, overnight stays on campus and, if timed well, free tickets to university football or basketball games. Frequently conducted by a currently enrolled student ambassador, an unstructured campus visit primarily consists of the campus tour. Prospective students have an opportunity to gain peer assessments

of the college and college life from student ambassadors.

A survey conducted in 1991 by the Missouri Association of College Admissions Counselors (MOACAC) addressed the issue of minority recruitment efforts by Missouri's two and four year colleges and provides data quite useful to the enrollment manager.

Of the thirty-two responses to the survey, eighteen colleges said yes to the question, "Does your college participate in any minority recruitment fairs?" Fifteen indicated they offered minority scholarships, while twenty-eight responded affirmatively to the offering of academic support services. Minority student organizations are present on twenty-two campuses, yet only four offered a special orientation for minority students. Ten of the thirty-two indicated they had a formal program for the recruitment of minority students.[33] Figure 4 shows enrollment numbers of the colleges who responded.

The activities mentioned thus far are very people and time intensive efforts. Considered "traditional" recruitment fare, colleges continue to use these methods for attracting student attention and, if effective, should be reflected in enrollment growth.

Fig. 4. Enrollment Profile of Missouri Colleges

Enrollment profile of colleges surveyed (32 colleges reported):

	Public 2-Yr	Public 4-Yr	Private 4-Yr	Total
Below 1500	1		10	11
1501 - 2500	1		4	5
2501 - 3500	3	1	1	5
3501 - 6500		3		3
6501 - 9500	2	2		4
Above 9501	2	2		4

Minority enrollment profile of colleges surveyed (20 colleges reported):

	Public 2-Yr	Public 4-Yr	Private 4-Yr	Total
10 - 50	1		5	6
51 - 100	1		3	4
101 - 200			2	2
375 - 375			2	2
501 - 1500	1	4		5
Above 2500	1			1

COLLEGE SURVEY PARTICIPANTS

Public 2-yr
East Central College
Jefferson College
Longview Community College
Moberly Area Community College
St. Charles county Community College
St. Louis Community College at Forest Park
St. Louis Community College at Meramec
Three Rivers Community College

Public 4-yr
Central Missouri State University
Lincoln University
Missouri Western State College
Northwest Missouri State University
Southeast Missouri State University
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-Rolla

Private 4-yr
Avila College
College of the Ozarks
Columbia College
Drury College
Evangel College
Fontbonne College
Missouri Baptist College
Ozark Christian College
Park College
Rockhurst College
Southwest Baptist Univ.
Tarkio College
Webster University
Westminster College
William Woods College

Chip Parker, Chairperson, Human Relations Committee MOACAC
Drury College, 900 N. Benton, Springfield, MO. 65802

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CHAPTER 5

RETENTION STRATEGIES

Most colleges today find themselves competing heavily with other institutions and most have enrollment management offices and comprehensive marketing and recruitment plans. This is a good first half of the overall initiative whose second half must be an intrusive campus-wide program with a primary objective of retaining those hard fought for enrollees. There is a phrase in admissions circles that remind staff to "beware of recruitment successes that result in retention disasters." The philosophy inherent in this phrase is if the institution can't provide it, don't say it or publish it in word or print. If, for example, recruiters work hard in a targeted market of lower income, poorly educated prospects, who then apply and are accepted to the institution, is there ample support for remediation services to assist these students? Or, will they be left on their own to flounder in frustration and leave discouraged and turned off to education?

The success of an institution and of its students are inseparable. Successful retention programs start

by clearly identifying as operating priorities, the areas of student learning and growth, and development. The quality of any institution should be measured by its contribution to student learning; by the degree to which students persist to reach their education goals; and by the ability of students to behave productively in adult roles after graduation.[34] To persist, students must satisfy the requirements of the college environment; and of equal importance, the college environment must satisfy the individual needs of its students.

A brief digression to define some words common to retention discussions:

1. Retention: "the re-enrollment of those students for whom continuance of their education at Sinclair is appropriate to their stated goals."

2. Student's stated goals refers to completion of a degree or certificate.

3. Current - a new or continuing student enrolled for at least two consecutive quarters (excluding summer). Example: enrolled fall to winter and/or winter to spring and/or spring to fall, etc.

4. Returning - enrolled for at least one quarter, then out for at least one quarter (not to exceed four quarters, excluding summer), then re-enroll. These are also referred to as stop-outs. Example: enrolled fall, out winter, out spring, out summer, enrolled fall.

5. Withdrawal - enrolled for a quarter, but did not complete any courses that quarter; withdrew with record.

6. Potentially returning - previously enrolled at least one quarter, but not returning after four quarters, (excluding summer). Example: enrolled fall, enrolled winter, out spring, out summer, out fall, out winter, out spring.

According to an analysis of data provided to the American College Testing (ACT) Program by all U.S. colleges and universities, the national attrition rate was calculated at 32 percent; for two year public institutions, the attrition rate was 46 percent.[35] Meanwhile, the number of high school graduates was predicted to shrink by 22 percent by this year (1992).[36] For institutions this means retaining students is a critical performance outcome. Retention programs should bring in and retain students today and be the prerequisite to effective recruiting tomorrow.[37] Word of mouth continues to be one of the key methods for communicating. The degree to which currently enrolled students feel satisfied about their campus experience will determine the ease with which recruitment occurs in the future. Assessing student expectations becomes a critical first step in retention management. After students have experienced the campus programs and services, a next step might include an assessment of student satisfaction. This assessment offers a qualitative view of actual experiences compared to expectations.[38] Noel, Levitz (1989) have

identified the following as indirect measures of student satisfaction:

- Institutional retention rates;
- Success of students after transfer to another educational program or institution;
- Satisfaction of employees with graduates or program completers;
- Alumni satisfaction;
- The number of incoming students in subsequent years;
- The performance and accomplishment of former students; and
- Faculty and staff morale.[39]

Research into the effects of institutional practices, policies and services might be found in a study published by Beal and Noel (1980) which solicited the opinions of 858 institutions to respond to the most important factors influencing student retention, both positively and negatively.

The top positive factors (in rank order) are:

1. Caring attitude of faculty and staff;
2. High quality of teaching;
3. Adequate financial aid;
4. Student involvement in campus life; and
5. High quality of advising.

The top negative factors (in rank order) are:

1. Inadequate academic advising;

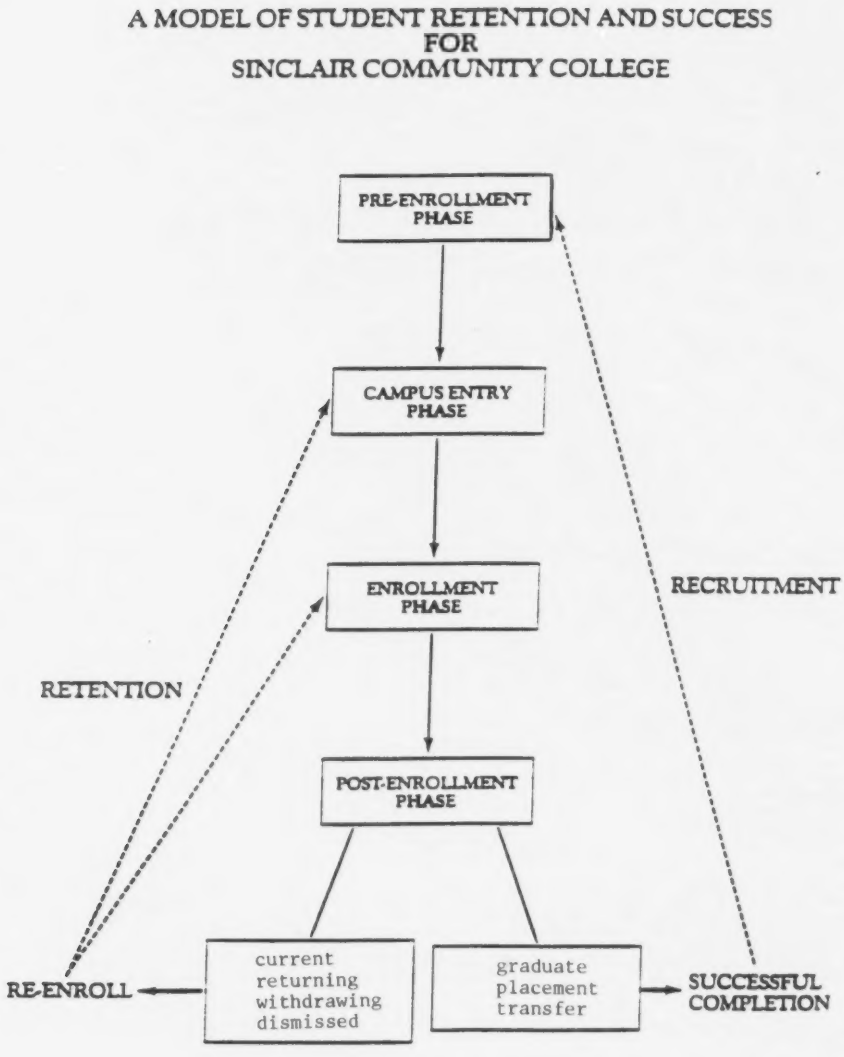
2. Inadequate curricular offerings;
3. Conflict between class schedule and job;
4. Inadequate financial aid;
5. Inadequate counseling support systems; and
6. Inadequate extra curricular offerings.[40]

A popular model for student retention was adapted by Sinclair Community College's Retention Task Force. See Figure 5. Elements of the model include four possible phases of student campus interaction. Phase I is pre-enrollment; phase II, campus entry; phase III, enrollment; and phase IV, post enrollment.

A number of areas impact directly on persistence rates and can be positive or negative in effect. These are: advising, orientation, financial aid, and mentoring.

Academic advising plays a crucial role in the integration of students into the college community. New, returning and continuing students are helped to persist in their educational goals when, academic advising assists students in the selection of academic programs and provides advice on campus resources. The positive correlation between the perception students have of their educational experience and the quality of advising services received is well documented.[41] An academic advisor is willing to invest time and effort

Fig. 5. Student Retention Model



in exploring academic alternatives when needed and in developing an academic plan for students that recognizes their abilities, motivations, values, interests, cultural background, and support from significant others.[42]

A look at the goals and functions of an academic advisor is adapted from a profile done at the University of Louisville in 1989.

"A strong academic advising program contributes to the colleges' educational mission and is an integral part of the academic philosophy. Advising should:

-- Convey to students the genuine concern for the academic welfare of the student as a person and as a learner.

-- Guide students in the selection of academic programs suited to their individual abilities, interests, and career goals.

-- Assist students in the process of acquiring the knowledge and skills necessary to be productive members of the college.

The above goals are achieved through the following general functions of academic advising:

-- Assist students in evaluation or reevaluation of progress toward established goals and educational plans;

-- Provide reasonable access to reliable academic advising services for all students;

-- Encourage the development of short- and long-range educational goals of students;

-- Help students assess their academic progress and performance;

-- Assist students in integrating the many diverse resources available in the college in order to deliver advisement services;

-- Help students become familiar with and make effective use of campus resources; and

-- Assist students in analyzing the causes of academic difficulty and finding effective ways to improve their academic performance.[43]

The achievement of advising goals is rooted in campus wide support of these efforts. An evaluation of the mechanisms necessary to aid in effective advising could begin with answering these questions to determine if institutional policy supports this critical element of student retention:

1. Is the institution committed to an effective advising program?
2. Is there an institutional policy on advising?
3. Is the advising program understood by both students and faculty?
4. Is there an adequate ratio between students and advisors?
5. Is there an in-service training program for the advisors?
6. Do the advisors have an adequate information system to conduct advising; e.g., transcripts, student data, etc.?
7. Is there a student referral and follow-up system?
8. Are there different advising programs for different types of students; e.g., part-time, adult, veteran, etc.?
9. Does the advising session include evaluation of: goals, academic progress, career plans,

personal/interpersonal needs, physical needs, scheduling of courses, referral systems, student evaluation, etc.?

10. Are the advisors available when students are on campus? Nights? Weekends?

11. Are the office hours known by students?

12. Do students know their responsibilities in terms of advising: e.g., defining goals, attending advising classes, etc.?

13. Do the counseling program and advising program compliment each other?

14. Does the advisor know the institution's policies and procedures?

15. Is the advisor trained in referral skills?

16. Are there different types of advising delivery systems available to students; e.g., computer, self-advised, peer advising, registration, etc.?

17. Does the advisor who specializes in an area; e.g., political science, psychology, etc., assist students appropriately and make a proper referral when necessary?

18. Does the institution know the characteristics of an effective advisor; e.g., interest, concern for the student, willingness to improve, humanistic advising skills, knowledgeability, and availability?

19. Do the students know what is required for graduation?

20. If transferring, does the student know which courses to take for a major?

21. Is assistance provided to help students choose an appropriate college?

22. Is the advising program evaluated and improved where necessary?"[44]

As important as advising is to student persistence another retention strategy, the orientation concept, can reinforce the positiveness begun in the advising center. Orientation for new students on campus is an effective tool in helping freshmen cope with an environment for which they have no previous reference. These students start out eager and excited about college but soon become overwhelmed by the freedom, choices and decisions they must make. Students with poor or marginal study skills can quickly experience the pain and frustration of failure.[45]

Students with culturally diverse backgrounds tend to find increased difficulty in facilitating learning in an open admissions institutions. These issues emphasize the need to front load the educational process with an orientation program.

Orientations were first offered at Boston College in 1888, and the first orientation offered for credit was at Reed College in Portland, Oregon in 1911.[46] Currently, 3300 post secondary educational institutions have courses generally described as "coping with college."

The extended orientation is a structured learning experience lasting an entire semester and usually a "for credit" course. If offered for credit, the value

and importance placed on the course by the institution is underlined. The premise is that information, techniques, and ideas that support student success can best be offered over time rather than in a concentrated format prior to registration or during the first week of class. Students who participated in an orientation course, as a group exhibit one or more of the following measurable characteristics:

1. Completion of more units of college credit;
2. A higher G.P.A.; and
3. A higher rate of persistence.[47]

The most effective orientation programs involve faculty and staff; and last from one day to a full semester. The University of Minnesota-Duluth has one such successful program. Started in 1951, students were taken on overnight trips to a local YMCA camp. Now, their orientation involves a variety of "wilderness" experiences which last for four days and three nights. Students are able to ask questions and receive responses over a period of time which allows for more incorporation of the material. Long-term friendships are often formed and special bonds are developed with faculty whom students can seek out months later for advice.[48]

Today, students need all of the support services colleges can offer with the prediction that more and more students will fit into the "new-traditional" student category. The "new-traditional" student may be attending college for the first time, is older, with a family, works, with these other responsibilities, requires programs that will ease the transition shock and help aid in fostering persistence.

There is some debate regarding the effect of financial aid on retention. The two extremes are fairly predictable. One side argues that since attendance at college is increasingly expensive, then cost must be a prime consideration in college selection. In addition, proponents of this view cite exit interviews in which students list financial problems as one of the main reasons for leaving.

Those on the other side of this debate maintain that financial aid is virtually irrelevant to student retention. Supporters of this line point out that students may be giving the socially acceptable reasons for leaving school thereby masking the harder truths.[49]

When students feel their education is directly linked to their future, they are likely to suffer many hardships to stay in school. If, however, the college

is perceived as unrewarding, it takes very little financial pressure to cause departure.[50] The support of parents is another aspect of financial aid that is important. The more parents and students understand their future financial obligations, the more at ease they'll feel about staying in school. For students, the type of aid awarded can be as meaningful as the decision to award or not reward aid.[51]

Work study awards for on campus jobs improve the students chances of completing college, if they work less than twenty hours per week and grade point averages remain unaffected. A poorly administered work study program can increase attrition. If a student has problems with a work study job they tend to see it as a problem with the school.[52] A final basic activity of a complete retention program involves the development of mentoring programs. These programs involve the utilization of the volunteered services of faculty and staff to "adopt" a mentee for the school year. Ideally, the mentor-mentee partnership involves a series of scheduled meetings during which the two come to know each other and establish rapport. During these meetings areas of interest to the student regarding how to successfully negotiate the campus are discussed. Generally, there are two to three events each academic

year where all of the mentors and mentees come together. Mentoring can provide a "friend" on campus who can help solve problems and offer advice to mentees.

Nearly eight million adults over the age of twenty-five took a college course for credit last year.[53] Those students can benefit from programs like mentoring that could be a factor in preventing attrition and increasing persistence. The six most commonly cited reasons that students leave college are:

- academic boredom and uncertainty;
- Transition/adjustment difficulties;
- Limited or unrealistic expectations of college;
- Academic underpreparedness;
- Incompatibility; and
- Irrelevancy.[54]

Like other efforts, the mobilization to retain students is also a campus wide responsibility. Along with marketing concepts and recruitment competitiveness, retention strategies comprise the triumvirate called enrollment management. Efforts to increase market segment; improve the institutional message (through print and other media); and provide innovative, yet tasteful strategies that recruit students to campus, are the basic building blocks in a

comprehensive enrollment management program. Adding retention efforts to this equation affords an institution a winning formula for growth and success.

PART THREE

THE INTERRELATEDNESS OF MARKETING, RECRUITMENT AND RETENTION IN THE NINETIES

CHAPTER 6

NATIONAL ENROLLMENT PROJECTIONS

National, state and institutional data are essential for planning, comparison and other research purposes. In higher education, national data on enrollment trends can assist in long-range planning by campus administrators and by policymakers. There has been a great deal of conventional wisdom surrounding enrollment trends which occasionally is out of cinc with the facts. Some of the conventional wisdom floating around in the early eighties indicated that college students were of college age. This was in direct opposition to the fact that even in 1980 only 47 percent of total enrollment was comprised of the traditional 18-21 year old group.[55] Conventional wisdom, however, for the data that indicated part-time enrollment was up greatly, so that the growth head count enrollment is significantly inflated over that of full-time equivalent enrollment.[56]

Well, that was the eighties when all the predictors were indicating enrollment declines through the mid-nineties. As happens on occasion, the worst did not happen. In fact, the current figures from the

U.S. Department of Education on enrollment trends estimates the number of college students will *climb* from 14.1 million in 1991 to 16 million by 2002.[57] This represents an increase of 13 percent due primarily to rising college enrollment rates and the growth starting in 1996 of the 18 to 24 year old population[58] See Figure 6.

The department of education has also revised upwards the predictor for elementary school enrollment. They now indicate that by 1998 the number of school children will reach 53 million, almost 2 million past the last peak in 1971 of 51.3 million.[59] These increases of almost 6 percent are a result of the updated Census Bureau statistics. The new conventional wisdom has college training replacing the old minimum of a high school diploma for workers.[60]

For the first time, this year the department has included enrollment figures by racial and ethnic groups. See Figure 7. All indications are that enrollment for minority students will grow faster than for white students. Minority enrollment should increase to 22 percent by the year 2000, up from 20 percent this year. Interestingly, this increase is due not to a rise in the college attendance rates for

Fig. 6

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FACT FILE: Projections of College Enrollment, Degrees and High-School Graduates, 1991 to 2002

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
College enrollment												
Total	14,105,000	14,235,000	14,366,000	14,512,000	14,621,000	14,803,000	14,978,000	15,227,000	15,462,000	15,692,000	15,865,000	16,030,000
Men	6,473,000	6,516,000	6,531,000	6,549,000	6,575,000	6,647,000	6,691,000	6,774,000	6,853,000	6,922,000	6,991,000	7,052,000
Women	7,632,000	7,719,000	7,835,000	7,963,000	8,046,000	8,156,000	8,287,000	8,453,000	8,609,000	8,770,000	8,874,000	8,978,000
Public	10,982,000	11,083,000	11,187,000	11,305,000	11,393,000	11,537,000	11,673,000	11,864,000	12,043,000	12,220,000	12,355,000	12,478,000
Private	3,123,000	3,152,000	3,179,000	3,207,000	3,228,000	3,266,000	3,305,000	3,363,000	3,419,000	3,472,000	3,510,000	3,552,000
Full-time	7,844,000	7,871,000	7,895,000	7,949,000	7,988,000	8,095,000	8,212,000	8,408,000	8,588,000	8,770,000	8,906,000	9,035,000
Part-time	6,261,000	6,364,000	6,471,000	6,563,000	6,633,000	6,708,000	6,766,000	6,819,000	6,874,000	6,922,000	6,959,000	6,995,000
Full-time-equivalent *	10,106,000	10,171,000	10,232,000	10,321,000	10,385,000	10,519,000	10,656,000	10,871,000	11,070,000	11,270,000	11,418,000	11,561,000
Four-year institutions												
Total	8,844,000	8,923,000	8,990,000	9,066,000	9,120,000	9,227,000	9,334,000	9,500,000	9,655,000	9,810,000	9,927,000	10,041,000
Public	5,993,000	6,045,000	6,088,000	6,139,000	6,175,000	6,247,000	6,320,000	6,434,000	6,539,000	6,646,000	6,727,000	6,803,000
Private	2,851,000	2,878,000	2,902,000	2,927,000	2,945,000	2,980,000	3,014,000	3,066,000	3,116,000	3,164,000	3,200,000	3,238,000
Two-year institutions												
Total	5,261,000	5,312,000	5,376,000	5,446,000	5,501,000	5,576,000	5,644,000	5,727,000	5,807,000	5,882,000	5,938,000	5,989,000
Public	4,989,000	5,038,000	5,099,000	5,166,000	5,218,000	5,290,000	5,353,000	5,430,000	5,504,000	5,574,000	5,628,000	5,675,000
Private	272,000	274,000	277,000	280,000	283,000	286,000	291,000	297,000	303,000	308,000	310,000	314,000
Undergraduate												
Total	12,084,000	12,165,000	12,247,000	12,356,000	12,449,000	12,610,000	12,768,000	12,998,000	13,216,000	13,436,000	13,598,000	13,748,000
Public	9,747,000	9,818,000	9,892,000	9,987,000	10,065,000	10,196,000	10,322,000	10,501,000	10,670,000	10,841,000	10,969,000	11,084,000
Private	2,337,000	2,347,000	2,355,000	2,369,000	2,384,000	2,414,000	2,446,000	2,497,000	2,546,000	2,595,000	2,629,000	2,664,000
Graduate												
Total	1,712,000	1,752,000	1,793,000	1,826,000	1,842,000	1,859,000	1,872,000	1,888,000	1,901,000	1,908,000	1,915,000	1,926,000
Public	1,108,000	1,134,000	1,160,000	1,182,000	1,192,000	1,204,000	1,212,000	1,223,000	1,231,000	1,236,000	1,241,000	1,248,000
Private	604,000	618,000	633,000	644,000	650,000	655,000	660,000	665,000	670,000	672,000	674,000	678,000
Professional												
Total	309,000	318,000	326,000	330,000	330,000	334,000	338,000	341,000	345,000	348,000	352,000	356,000
Public	127,000	131,000	135,000	136,000	136,000	137,000	139,000	140,000	142,000	143,000	145,000	146,000
Private	182,000	187,000	191,000	194,000	194,000	197,000	199,000	201,000	203,000	205,000	207,000	210,000
Degrees												
Associate												
Total	470,000	477,000	476,000	478,000	480,000	487,000	491,000	500,000	507,000	519,000	529,000	539,000
Men	200,000	205,000	204,000	204,000	203,000	204,000	205,000	208,000	209,000	213,000	216,000	219,000
Women	270,000	272,000	272,000	274,000	277,000	283,000	286,000	292,000	298,000	306,000	313,000	320,000
Bachelor's												
Total	1,064,000	1,081,000	1,101,000	1,100,000	1,100,000	1,098,000	1,100,000	1,102,000	1,114,000	1,129,000	1,164,000	1,189,000
Men	492,000	495,000	514,000	511,000	510,000	507,000	505,000	503,000	507,000	509,000	523,000	528,000
Women	572,000	586,000	587,000	589,000	590,000	591,000	595,000	599,000	607,000	620,000	641,000	661,000
Master's												
Total	327,000	338,000	343,000	350,000	354,000	354,000	355,000	357,000	362,000	368,000	376,000	383,000
Men	150,000	157,000	159,000	162,000	165,000	164,000	164,000	165,000	168,000	173,000	179,000	184,000
Women	177,000	181,000	184,000	188,000	189,000	190,000	191,000	192,000	194,000	195,000	197,000	199,000
Doctorate												
Total	38,700	39,300	39,800	40,000	40,200	40,400	40,600	40,900	41,100	41,200	41,400	41,400
Men	24,200	24,300	24,400	24,100	23,800	23,600	23,400	23,300	23,200	22,900	22,700	22,400
Women	14,500	15,000	15,400	15,900	16,400	16,800	17,200	17,600	17,900	18,300	18,700	19,000
First professional												
Total	73,800	80,100	82,600	85,500	87,800	88,100	88,100	89,100	90,900	92,200	92,900	94,400
Men	44,200	49,000	50,400	51,500	52,500	52,800	52,800	53,500	54,600	55,300	56,000	57,000
Women	29,600	31,100	32,200	34,000	35,300	35,300	35,300	35,600	36,300	36,900	36,900	37,400
High-school graduates												
Total	2,465,000	2,446,000	2,470,000	2,464,000	2,563,000	2,615,000	2,719,000	2,831,000	2,885,000	2,932,000	2,943,000	2,882,000
Public	2,210,000	2,193,000	2,215,000	2,209,000	2,298,000	2,345,000	2,438,000	2,538,000	2,587,000	2,629,000	2,639,000	2,584,000
Private	255,000	253,000	255,000	255,000	265,000	270,000	281,000	293,000	298,000	303,000	304,000	298,000

Note: Details may not add to totals because of rounding.
* Estimate based on full-time enrollment plus the full-time equivalent of part-time enrollment as reported by institutions.

SOURCE: US DEPARTMENT OF EDUCATION

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1990 Enrollment by Racial and Ethnic Group
(In thousands)

	American Indian	Asian	Black	Hispanic	White	Foreign
Total	103	555	1,223	758	10,675	397
Public	90	445	952	648	8,340	265
Private	12	109	271	110	2,335	132
Men	43	287	476	344	4,841	248
Women	60	268	747	414	5,834	149
Four-year	48	343	715	344	6,757	322
Two-year	54	212	509	414	3,918	75
Undergraduate	95	485	1,124	702	9,231	226
Graduate	6	52	84	46	1,221	165
Professional	1	18	16	10	222	5

SOURCE: U.S. DEPARTMENT OF EDUCATION

Fig. 7. Enrollment by Race and Ethnic Group

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minorities, but is due to growth in the minority population.[61]

By the year 2002, female student enrollment is projected to rise by 18 percent from 1991 figures, up to almost 9 million, while the numbers of male students will rise only 9 percent to 7 million. By 2002, 56 percent of all college students will be women.[62]

The age distribution of college students will also shift with most students around age thirty-five and older. By 2002, these older students will account for 23 percent of all enrollees. For those under age twenty-five, they will still represent about 57 percent while the proportion of the 25-34 age group will decline to 20 percent from 25 percent.[63]

The high school graduation rate should remain at approximately 2.4 million a year for the next few years. Starting in 1995, the number of graduates should rise and then level off at 2.9 million from 1999 to 2002.[64]

Minority Group Enrollment

The enrollment of minority group members rose by 10 percent from 1988 to 1990, with record levels being reached according to the U.S. Department of Education. The following figures were cited in the department's biennial survey on racial and ethnic characteristics:

- "From 1988 to 1990, the enrollment of American Indians and Alaskan Natives rose 10.8 percent, to 103,000.
- The enrollment of Asian and Pacific Islanders climbed 11.7 percent, to 555,000.
- The number of black, non-hispanic students rose 8.2 percent, to 1,223,000.
- The ranks of Hispanic students increased 11.5 percent, to 758,000.
- The number of white, non-Hispanic students went up 3.8 percent, to 10,675,000.
- The enrollment of foreign students -- non-resident aliens -- studying in the U.S. on a temporary visa, grew 10 percent, to 397,000.[65]

In overall numbers, white students represented 77.9 percent of the total 13.9 million students attending college in 1990. Blacks were next at 8.9 percent; followed by Hispanics, 5.5 percent; Asians, 4 percent; foreigners, 2.9 percent; and American Indians, 0.8 percent.[66]

A new report put out by the American Council on Education which included the Education Department's 1990 statistics, called the minority group figures "encouraging signs for the future," but then warned that these gains were threatened by the current economic recession. Black student enrollment, which is a key concern of educators and policymakers, showed the biggest two-year gain since 1980. Black males on campuses grew 7.4 percent from 1988 to 1990, to

476,000. Black female enrollees rose 8.7 percent from 1988 to 1990 and now stands at a high of 747,000.[67]

The Education Departments minority statistics cover students enrolled in all fifty states and the District of Columbia and excludes students in Puerto Rico and other outlying areas.[68] See Figure 8.

College Freshmen

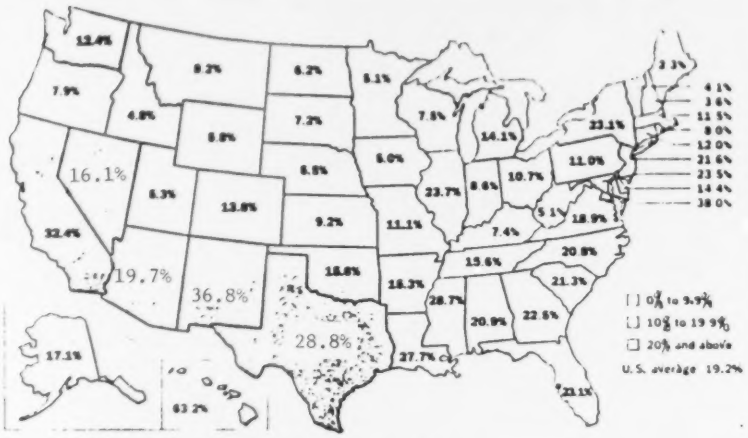
During the nineties, a key element in college choice consideration for freshmen will be cost. According to a survey conducted last summer and fall by the Higher Education Research Institute at the University of California at Los Angeles.

Based on responses from 210,000 students enrolled in 421 colleges and universities, 27 percent of students surveyed indicated they had selected their college because of low tuition. In addition, 28 percent, up from 25 percent in 1990 said they had chosen a college based on offers of financial aid.[69] More students plan to get jobs to help defray costs, and the number who said they would have to work full time to pay for college rose 1.3 percent to 4.8 percent in 1991. Appendix 8 and 9 show a profile of this year's college freshman.[70]

The national trends for the next decade are quite optimistic and encouraging for institutions of higher

Fig. 8

FACT FILE: State-by-State Enrollment by Race, 1990



The map shows the proportion of enrollments in each state comprising American Indian, Asian, black, and Hispanic students.

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Alabama	247,117	591	1,699	48,180	1,138	190,920	4,589
Alaska	29,833	2,648	740	1,079	634	24,264	468
Arizona	264,735	8,845	6,116	7,585	29,618	205,676	6,895
Arkansas	90,425	438	740	12,188	431	75,157	1,471
California *	1,771,746	21,005	215,416	114,804	222,749	1,131,741	66,031
Colorado	231,547	2,315	5,417	6,943	17,319	194,943	4,610
Connecticut	169,480	433	4,362	9,952	5,648	144,265	4,820
Delaware	42,004	99	710	4,710	546	35,155	784
D.C.	80,669	270	3,222	24,770	2,406	40,977	9,024
Florida *	538,389	1,616	10,871	53,400	58,490	397,880	16,132
Georgia	251,810	548	4,241	49,199	2,740	189,189	5,893
Hawaii *	53,772	162	31,356	1,457	1,002	16,132	3,663
Idaho	51,881	485	706	310	1,004	48,024	1,352
Illinois	729,246	2,245	32,353	89,218	48,932	541,347	15,151
Indiana *	283,015	720	3,913	15,323	4,380	251,389	7,290
Iowa	170,515	441	2,430	4,044	1,587	155,204	6,809
Kansas	163,478	1,969	2,717	6,798	3,538	143,116	5,340
Kentucky	177,852	506	1,343	10,491	738	162,549	2,225
Louisiana	186,599	856	2,683	44,738	3,448	130,361	4,513
Maine	57,186	398	418	296	195	55,487	392
Maryland	264,862	852	11,694	44,582	5,026	195,079	7,629
Massachusetts	418,874	1,220	16,144	18,376	12,501	349,516	21,117
Michigan	569,803	3,547	10,693	56,786	9,094	475,505	14,178
Minnesota	253,789	2,002	4,948	4,143	1,936	235,231	5,529
Mississippi	122,883	377	783	33,699	395	85,699	1,930
Missouri	289,407	1,132	4,487	23,050	3,434	250,758	6,546
Montana	35,876	2,427	120	114	280	32,200	735
Nebraska	112,831	729	1,178	2,723	1,559	104,620	2,022
Nevada	61,728	1,043	2,559	2,931	3,408	50,910	877
New Hampshire	59,510	229	760	669	490	56,522	840
New Jersey	323,947	776	14,340	33,113	21,642	241,666	12,410
New Mexico	85,596	4,596	1,125	2,176	23,635	52,573	1,491
New York	1,040,484	3,914	49,171	112,173	74,835	753,074	47,317
North Carolina	351,990	3,082	5,622	62,032	2,528	273,874	4,852
North Dakota	37,878	1,616	285	246	195	34,380	1,156
Ohio	555,702	1,422	7,356	45,270	5,467	482,201	13,986
Oklahoma	173,221	9,609	2,904	11,816	2,635	140,865	5,392
Oregon	166,641	1,694	6,321	2,153	2,990	145,797	7,686
Pennsylvania	604,060	1,011	13,588	44,009	7,709	523,157	14,586
Rhode Island	78,273	222	1,891	2,558	1,606	69,974	2,022
South Carolina	159,302	334	1,494	31,177	911	122,964	2,422
South Dakota *	34,208	1,912	198	250	94	31,106	648
Tennessee	226,238	476	2,283	31,240	1,302	186,541	4,396
Texas	901,437	3,006	27,907	80,458	148,296	617,626	24,144
Utah	121,303	1,322	2,243	661	2,233	110,150	4,694
Vermont	36,398	131	569	375	428	34,178	717
Virginia	353,442	860	11,400	49,566	4,803	280,786	6,027
Washington	263,278	3,854	15,424	7,361	6,122	225,213	5,304
West Virginia	84,790	139	688	3,160	360	78,795	1,648
Wisconsin	299,774	2,050	4,991	10,667	4,692	271,096	6,278
Wyoming	31,326	444	184	284	905	28,952	557
Total	13,710,150	102,618	554,803	1,223,303	758,054	10,674,784	396,588

*High proportions of enrollment figures for public two-year institutions were imputed based on 1988 data because institutions did not provide complete statistics on 1990 enrollment.

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SOURCE U.S. DEPARTMENT OF EDUCATION

education. Armed with these projections, enrollment managers and other campus administrators can revise long-range planning and begin to make decisions that should provide the ground work for positive responses to these rosy predictions of enrollment growth.

CHAPTER 7

THE IMPACT OF PROJECTED TRENDS AND TECHNOLOGY ON MARKETING, RECRUITMENT AND RETENTION

The national trends of continuing growth over the next decade survey brings joy to the hearts of all college staff from the president to the faculty to the housekeepers. The tricky issue for campus leaders will be to garner the funds to meet the curricula needs, student services and physical space to accommodate the projected growth rates. The institutional research division, working with enrollment management, should be able to begin pulling together statistics to formulate the campus specify student body profile and projections for the next decade. The statistics indicate that the "average" student of the next ten years will be over thirty-five years old, female and may well be a minority. This "new traditional" student will have needs different from today's traditional student. These factors, plus others, will acutely impact the activities associated with marketing, recruitment and retention in the nineties.

The marketing efforts of enrollment management over the next ten years could begin to reflect student

familiarity and uses of new high tech techniques. Consider this scenario: the enrollment manager has left a message on your pc that the department will need a video phone message for use on computer software and would like for marketing to prepare a presentation. By the year 2000, some recruitment activities may be performed by the use of personal computers and telephone line data base accessibility via disc or modem accessed free telephone link. It may well be more cost effective to provide prospective students with a computer diskette containing marketing information. By modem, students could instantly provide personal information and request an admissions' kit from the admissions' office. This occurs after students view the institution's video-phone recruitment message.[71] On the campus of the future, students can register for classes after checking the class schedule from an admissions' computer link-up located anywhere on campus and available to students 24 hours a day. The registrars office, of the future, may consist of student accessible technology formats that can provide to students a hard copy of class information or grades within seconds. The marketing department may have rows of specialized computer diskettes, each containing a marketing compu-message. Sound far fetched? Some of

the software for these types of recruitment activities are already on the drawing board.

For the present, however, we must content ourselves with the marketing and recruitment strategies currently in use. Generally, marketing is more closely linked to recruitment than retention, however, a new study by Cosgrove and Tichenor (1991) makes just such a connection. "Retention-driven marketing" refers to activities that encourage students to re-enroll in order to complete their educational goals.[72] Retention-driven marketing has found support in the four year institution. Dominant university level strategies focus on the need for students to complete their degrees in consecutive semesters. In using this strategy on the two year campus, the basic premise seems to turn more attention on integrating the student more fully into the campus. Increasing socialization should have positive effects since many community college students complain of feeling isolated on campus. In-a-random survey, students who failed to re-enroll for the spring semester turned up some interesting results: "a substantial number of these students were success stories rather than retention problems."[73] This study may indicate that the "stop out" phenomenon is of greater magnitude than

administrators realize. However, it appears these students should not be counted as retention problems since in follow-up studies, approximately 31 percent planned to re-enroll in the following fall semester.[74]

In a very recent study by Keele (1992), a survey was conducted to try and discover what kind of costs are being incurred by colleges around the country in their marketing efforts. Marketing costs tend to be very difficult costs to separate out, as most colleges do not have cost centers for marketing. Usually, these costs can be found spread over the admissions office, community relations, the business office, special accounts, and so forth.

In this excellent study, questions were designed to elicit responses to levels of marketing activities, staffing and funding.[75] Of forty instruments mailed, twenty-seven were returned with the following results:

•Regarding the mass mailing of class schedules, all colleges print schedules and most believe that not mass mailing schedules would cause a decline in enrollment. Of interest, however, was that colleges who did stop mass mailing did <u>not</u> experience declines. Many noticed slight increases.[76]

•The cost of producing the schedules on average was $7.54 per student when mailed, but only $1.63 when not mailed.[77] See Figure 9.

•While all colleges print catalogs, 91 percent reprint annually while 9 percent reprint every two years and 21.7 percent charge from one to three dollars for catalogs. Average quantity printed is 2.5 times the fall head count.[78] See Figure 10.

Some form of advertising is used by all respondents. Average advertising expense per institution was $116,750 at $6.48 per student.[79]

Total marketing expense average per student was 26.45.[80] See Figure 11.

This is one of the first studies, I have seen, that attempts to gain insight into marketing costs. We all know it does cost -- quite a bit -- and the emerging conventional wisdom is that hidden marketing expense may account for some of the skyrocketing cost in the student service area, over the past several years.

The impact of the national trends on retention strategies may provide the most difficult challenge of the next decade. The projected increases in enrollment will further strain an educational system already beset with financial woes. Add the rising tuition costs and

Fig. 9. Class Schedule Production Cost

Cost of Producing Schedules

Schedules mass mailed or inserted):

Enrollment	Annual Cost	Cost Per Student
5,800	$ 15,000	$ 2.58
6,200	75,000	12.09
7,236	45,000	6.21
7,800	110,000	14.10
9,500	84,000	8.84
9,573	130,000	13.57
10,100	75,000	7.42
10,600	96,000	9.05
15,300	98,000	6.40
15,871	140,000	8.82
16,100	85,000	5.27
24,225	420,000	17.33
25,000	150,000	6.00
27,799	86,400	3.10
28,384	215,000	7.57
29,084	60,000	2.06
39,000	200,000	5.12
50,000	270,000	5.40
85,000	200,000	2.35

Average enrollment - 22,240
Average cost when distributed - $ 34,442
Average cost per student - $7.54

Schedules not mass mailed or inserted)

	Enrollment	Annual Cost	Cost Per Student
	10,010	30,000	$2.99
	10,478	25,000	2.38
	13,500	28,000	2.07
	19,376	14,553	.75
MCC	22,000	31,250	1.42
	27,799	15,000	.53
	32,569	43,000	1.32

Average enrollment - 19,390
Average cost when not mailed - $ 6,686
Average cost per student - $1.63

Mick Keele, Metropolitan Community Colleges, Kansas City, MO, 1992.

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Fig. 10. Catalog Quantity and Enrollment Comparison

Catalog Quantity

	Fall Enrollment	Catalog Quantity
	5,800	15,000
	6,200	6,000
	7,236	30,000
	7,800	33,000
	9,500	30,000
	9,573	30,000
	10,010	20,000
	10,100	25,000
	10,478	30,000
	10,600	30,000
	13,500	45,000
	14,525	27,000
	15,300	35,000
	15,871	75,000
	16,100	20,000
	19,376	45,000
	21,563	35,000
(MCC)	22,000	47,425*
	24,225	20,000
	25,000	45,000
	27,799	110,000
	28,384	100,000
	29,084	90,000
	32,569	15,000
	39,000	60,000

*based on a one-year supply

Mick Keele, Metropolitan Community Colleges, Kansas City, MO, 1992.

Fig. 11. Survey Results of Total Marketing Expenses

TOTAL MARKETING EXPENSES

Credit Enrollment Fall 1991	Marketing Budget excluding salaries and cont. education	Cost per student
5,800	$ 200,000	$34.48
6,200	200,000	32.25
7,236	200,000	27.63
7,800	200,000+	25.64
9,500	468,000	49.26
9,573	370,000	38.65
10,010	300,000	29.97
10,100	346,000	34.25
10,478	110,000	10.49
10,600	300,000	28.30
13,500	517,000*	38.29
15,300	1,000,000*	65.35
15,871	355,000	22.36
16,100	400,000	24.84
19,376	500,000*	25.80
22,000	397,500	18.06
24,225	665,000	27.45
25,000	650,000**	26.00
27,799	409,000	14.71
28,384	583,000	20.53
29,084	410,000*	14.09
32,500	600,000	18.46
55,241	1,046,000+	18.93

Average cost per student (excluding the four colleges who have included continuing education money): $26.45 per student

+denotes only partial marketing dollars
* includes continuing education marketing expenses
**includes salaries
* and ** are not included in average

Mick Keele, Metropolitan Community Colleges, Kansas City, MO, 1992.

the situation seems optimum for students to fall through the administrative cracks. As stated earlier, if the minimum job requirement for the future includes "some college," students who do not successfully negotiate the system will be at a distinct disadvantage in the job market.

According to the American College Testing institutional data, the national dropout rates for college freshman at public four year colleges is 31.9 percent and at public two year colleges is 47.9 percent. See Figure 12. At selective public institutions, the freshman dropout rate is 17.5 percent while 26.4 percent at traditionally selective institutions. See Figures 13, 14 and 15.

Almost one-half, 48.7 percent, of freshman at public two year schools with open enrollments, will drop out before their sophomore year. The impact of these dropout rates on our society could be devastating in terms of poverty, crime and strain on the health care system. Clearly, efforts to retain students must be of the highest priority in the nineties.

When Delores Cross took over the Presidency at Chicago State University in August of 1990, the university was retaining only 19 percent of its first year students. Only 20 percent were completing their

National Dropout Rates

Freshman to Sophomore Year
by
Type of Institution

Degree Level/Control	N	Mean %	S.D.*
Two-year Public	799	47.9	16.4
Two-year Private	190	27.4	15.4
BA/BS Public	72	31.9	15.6
BA/BS Private	540	26.4	14.3
MA/1st Prof'l Public	232	30.7	12.1
MA/1st Prof'l Private	423	23.0	11.2
PhD Public	173	23.8	11.4
PHD Private	147	16.5	11.0
Number of Institutions	2576		

*Standard Deviation
Source: Compiled from ACT Institutional Data File, 1992.

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Fig. 12. National Dropout Rates by Type of Institution

89

89

National Dropout Rates

Freshman to Sophomore Year
by
Admissions Selectivity
for Institutions Reporting Cut-off Scores

Selectivity level	Average Total Score ACT	SAT	N	Mean %	S.D.*
Highly selective	>26	>1100	116	8.0	5.5
Selective	22-25.9	931-1099	374	17.5	8.3
Traditional	18-21.9	800-930	691	26.4	10.6
Liberal	15-17.9	700-800	447	32.9	14.5
Open	<15	<700	945	45.5	17.2
Number of Institutions			2573		

*Standard Deviation
Source: Compiled from ACT Institutional Data File, 1992.

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Fig. 13. National Dropout Rates by Admissions Selectivity

Fig. 14. National Dropout Rates by Type and Selectivity - Public

National Dropout Rates
Freshman to Sophomore Year
by
Type and Selectivity of Institution
PUBLIC

Self-Reported Admissions Selectivity		Associate	BA	MA	PhD
Highly Selective	Mean % =	NA	12.8	14.3	10.4
	N =		6	3	20
	*SD =		4.0	11.0	4.3
Selective	Mean % =	NA	15.6	22.4	19.9
	N =	1	10	37	59
	*SD =		6.0	7.0	9.1
Traditional	Mean % =	38.3	29.2	27.8	27.5
	N =	26	18	109	65
	*SD =	9.5	9.3	8.7	7.5
Liberal	Mean % =	42.6	34.6	36.1	28.4
	N =	53	14	52	11
	*SD =	15.5	13.3	11.4	13.6
Open	Mean % =	48.7	43.9	43.1	35.1
	N =	719	24	31	18
	*SD =	16.5	14.2	14.4	15.3
Number of Institutions		799	72	232	173

* Standard Deviation

Source: Compiled from ACT Institutional Data File, 1992.

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Fig. 15. National Dropout Rates by Type and Selectivity - Private

National Dropout Rates
Freshman to Sophomore Year
by
Type and Selectivity of Institution
PRIVATE

Self-Reported Admissions Selectivity		Associate	BA	MA	PhD
Highly Selective	Mean % =	NA	6.2	7.1	7.3
	N =	1	30	15	41
	*SD =		4.6	3.4	6.3
Selective	Mean % =	5.0	15.9	17.5	16.1
	N =	2	104	106	55
	*SD =	7.1	8.5	7.8	6.7
Traditional	Mean % =	24.9	26.1	24.7	24.0
	N =	36	181	217	39
	*SD =	16.2	10.7	10.4	10.2
Liberal	Mean % =	28.8	32.8	28.8	30.6
	N =	94	156	60	7
	*SD =	15.5	14.0	12.1	14.2
Open	Mean % =	28.0	37.7	27.6	20.3
	N =	57	67	25	4
	*SD =	14.2	13.6	13.7	20.7
Number of Institutions		190	538	423	146

*Standard Deviation
Source: Compiled from ACT Institutional Data File, 1992.
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degrees within 7 years. Within ten months, Cross' goals of boosting enrollment and retention was starting to show results. The fall 1991 enrollment was up 18 percent and only 23 of 611 first year students withdrew by midterm. The success at CSU is credited to increased communication; attention to the relationship between faculty and students and the creation of a caring campus environment.[81] During the recruitment phonathon 2500 prospective student applicants received personal telephone calls from 90 faculty, student affairs staff and Cross, herself. The 18 percent enrollment increase was attributed to the calls as well as a 25 percent increase in day students.[82]

For adults who have "stopped out" the intent to re-enroll begins with the decision to make a change for the better. Changing careers, preparation for a new job, job loss, or divorce are all motivators. The adult decision to change, presents three options; "they can return to college, change life circumstances in other ways or remain constant."[83] For those who return, initially, the benefits are greater than the cost. Eventually, however, the return decision becomes one of costs versus benefits.[84] Recruiters need to be accurate with adults about the time it takes to complete a degree and the cost involved.

For the traditional college age student the answers to basic questions regarding college, can provide a solid understanding for students and their parents regarding what the college can offer.

Participants at a conference on quality sponsored by the National Center for Postsecondary Governance and Finance and Martin Nemko, educational consultant, drew up the following list of questions parents should ask admissions staff when accompanying a son or daughter on campus visits.

"1. What is the core curriculum? If none, why not? If so, what is it supposed to accomplish?

2. Is there a multicultural studies requirement for all students?

3. Does student advising count in faculty promotion decisions?

4. Do you make publicly available student evaluations of teaching? What are the elements of effective teaching?

5. What percentage of student contact hours within general education courses will be taught by full-time faculty? In classes of 40 or fewer? What percentage of contact hours in courses required for a major in X will be taught by full-time faculty? In classes of 40 or fewer?

6. How is the philosophy of education at this college different from that of the college's primary competitor? How is the difference manifested?

7. What percentage of entering first-year students graduate within four years? Five years?

8. are all students required to take a pretest competency exam, one or more mid-education exams and then a final exam before graduation?"[85]

Renewed efforts by institutions of higher education and by students and their parents to clarify expectations on both sides can assist in the retention process. Colleges and universities, however, must take the iniative by developing an intrusive, aggressive campaign to increase its graduation rates. Each member of the administrative team should know the school's graduation rate and set annual goals to approximate national rates of comparable colleges. See Figures 16 and 17.

National Graduation* Rates
by
Type of Institution and Level of Selectivity
Public

Self-Reported Admissions Selectivity		Associate	BA	MA	PhD
Highly selective	Mean % =	NA	64.7	69.0	66.3
	N =	1	6	2	22
	**SD =		12.1	5.7	15.2
Selective	Mean % =	NA	64.5	44.2	55.3
	N =	1	10	37	57
	**SD =		10.6	19.1	13.7
Traditional	Mean % =	37.8	51.3	46.1	41.7
	N =	26	12	97	49
	**SD =	24.3	21.2	15.3	13.1
Liberal	Mean % =	51.9	46.1	37.7	44.9
	N =	48	10	44	10
	**SD =	21.8	16.6	14.1	25.7
Open	Mean % =	38.0	37.2	37.7	40.3
	N =	752	15	28	13
	**SD =	21.4	15.6	13.0	14.3
Number of Institutions		828	53	208	151

*Graduation in 3 years for Associate Degree; 5 years for BA/BS
**Standard Deviation
Source: Compiled from the ACT Institutional Data File, 1992.

Fig. 16. National Graduation Rates - Public

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National Graduation* Rates
by
Type of Institution and Level of Selectivity
Private

Self-Reported Admission Selectivity		Associate	BA	MA	PhD
Highly Selective	Mean % =	NA	82.8	80.7	82.5
	N =		30	15	41
	**SD =		7.8	7.1	9.6
Selective	Mean % =	97.5	67.7	64.9	66.0
	N =	2	101	96	53
	**SD =	3.5	11.5	12.0	13.2
Traditional	Mean % =	74.6	53.0	56.3	59.8
	N =	31	166	204	36
	**SD =	16.0	15.0	13.2	15.2
Liberal	Mean % =	64.5	43.8	48.0	36.1
	N =	96	117	59	7
	**SD =	20.0	16.7	18.3	12.0
Open	Mean % =	62.8	39.8	48.1	50.8
	N =	57	45	23	4
	**SD =	21.5	19.7	17.0	21.0
Number of Institutions		191	459	397	141

*Graduation in 3 years for Associate Degree; 5 years for BA/BS
**Standard Deviation
Source: Compiled from the ACT Institutional Data File, 1992.
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Fig. 17. National Graduation Rates - Private

PART FOUR

SUMMARY AND CONCLUSIONS

CHAPTER 8

SUMMARY AND CONCLUSIONS

Summary

The need for institutions of higher education to take the initiative in the student-college equation is essential for the future of our country. Academia can no longer allow remnants of an elitist philosophy to stagnate overtures to the new student groups of the nineties.

Inclusion in the educational process is a goal that should be evaluated frequently to assist in the development of strategic planning. The leadership for a coordinated effort to address the basic issues of access, retention and cost, on many campuses is given to enrollment management. Enrollment managers working in consultation with other administrators are responsible for development of the marketing plan, implementation of recruitment activities and facilitates retention strategies.

Enrollment management is research driven and works closely with institutional research to obtain and keep current, accurate profiles of the primary market segments.

Campus services should be student centered, student friendly environments embraced by the entire campus. The acceptance of this approach begins with an *understandable mission statement*. Institutions should have clear and accurate information on why students select their school and what factors impact decisions to leave. Two key areas crucial to student success are advising and the student-faculty relationship. Institutional resources should be available to fully support student retention.

The national trends predict enrollment growth at all levels of higher education over the next decade. This growth can open numerous opportunities to educate students while putting a severe financial strain on college resources. The old adage still holds true. "It is the best of times, it is the worst of times." Institutions of higher education and their leaders must step forward to meet the challenge and secure the educational future of all students.

Conclusions

Accountability is a word that implies far more than simple record keeping to demonstrate worth. According to Noel, Levitz (1991), "it implies institutional effectiveness and the day may not be far off when institutions - public and private - will have

to be more noticeably accountable." They go on to say "[Accountability] . . . involves a systematic testing of institutional performance against institutional mission and purpose or, answers a series of questions beginning with: Are we doing what we say we will do, and are we satisfied with our performance?"[86]

The need for institutions to be accountable and accept responsibility for results is the most important of all the issues discussed in this paper. If the concept of accountability is fostered from the top and throughout the organization, the implementation of an effective enrollment management plan should greatly increase the probability of institutional integrity and viability.

In an effort to require accountability in Missouri schools of higher education, a Task Force on Critical Choices in higher education adopted and recommended statewide public policy and goals in June of 1991. The report states: "The call for educational reform has been sounded. . . . If real change is to occur, it is essential that critical choices be made and that higher standards for excellence be embraced."[87] The task force report addressed the following issues:

1. Admission policies, school-college collaboration, and access for appropriately prepared students.

2. Program mix, institutional diversity, and state needs.

3. Administrative efficiency, funding policies, and institutional accountability.

4. Governance.[88]

For each stated issue, specific and measurable goals were attached to accommodate institutional accountability. It is my belief that other states, if not already doing so, will soon be involved in setting similar standards of excellence. As our nation prepares to elect a new president, the message to our leaders has been clear. Americans want better, more affordable institutions of higher education, with qualified teachers, and with an institutional philosophy that is sensitive and responsive to students.

APPENDIX ONE

LETTERS: GENERAL (LOCAL)

GENERAL (LOCAL)
LETTER1

X
X
X

Dear X:

The Office of Admissions is pleased that you have expressed an interest in attending classes on our campus. St. Louis Community College at Forest Park serves more than 10,000 students in day, evening, weekend and continuing education courses.

Programs are offered for a diverse student population in such topics as business, social science, humanities, science, engineering technology and numerous allied health areas.

We invite you to contact our office for additional information on college selection at 644-9107 and we urge you to visit our campus to receive personal assistance from a college advisor. **Campus tours are offered at 11 A.M. daily, Monday through Friday.**

Let us know how we may be of service to you.

Sincerely,

Jo Grove
Enrollment Management

JGH/lw

Enclosure

APPENDIX TWO

LETTERS: GENERAL (OUT OF STATE)

GENERAL (OUT OF STATE)
LETTER8

X
X
X

Dear X:

The Office of Admissions is pleased that you have expressed an interest in attending classes on our campus. St. Louis Community College at Forest Park serves more than 10,000 students in day, evening, weekend and continuing education courses.

Programs are offered for a diverse student population in programs such as business, social science, humanities, science, engineering technology and numerous allied health areas. We are a non-residential campus, however ample housing is available in the St. Louis area.

We invite you to contact our office for additional information on college selection at (314) 644-9107 and we urge you to visit our campus to receive personal assistance from a college advisor. **Campus tours are offered at 11 A.M. daily, Monday through Friday.**

Let us know how we may be of service to you.

Sincerely,

Jo Grove
Enrollment Management

JGH/lw

Enclosure

APPENDIX THREE

LETTERS: MATERIAL REQUEST

HIGH SCHOOLS AND MISSOURI COLLEGES
LETTER7

X
X
X

Dear X:

The Office of Admissions is pleased to supply informational materials to you and your students. These materials will be mailed under separate cover.

At St. Louis Community College at Forest Park we are always ready to answer questions, provide a campus tour or arrange an appointment in the area of your choice. Let us know how we may be of service to you and your students in pursuing new educational goals. **Campus tours are offered at 11 A.M. daily, Monday through Friday.**

Feel free to contact our office at (314) 644-9107.

Sincerely,

Jo Grove
Enrollment Management

JGH/lw

APPENDIX FOUR

LETTERS: SPECIFIC (LOCAL)

SPECIFIC (LOCAL)
LETTER10

X
X
X

Dear X:

The Office of Admissions is pleased that you have requested informational materials regarding our campus programs. St. Louis Community College at Forest Park serves more than 10,000 students in day, evening, weekend and continuing education courses.

Programs are offered for a diverse student population in areas such as business, social science, humanities, science, engineering technology and a comprehensive group of allied health options.

We invite you to contact our office for additional information on college services at (314) 644-9107 and we urge you to visit our campus to receive a campus tour or personal assistance from a college advisor. **Campus tours are offered at 11 A.M. daily, Monday through Friday.** A copy of your letter has been forwarded to the INSERT NAME OFDivision for additional information to be sent to you.

Let us know how we may be of service to you.

Sincerely,

Jo Grove
Enrollment Management

JGH/lw

Enclosures

cc: Division Dean

APPENDIX FIVE

LETTERS: SPECIFIC (OUT OF STATE)

SPECIFIC (OUT OF STATE)
LETTER9

X
X
X

Dear X:

The Office of Admissions is pleased that you have expressed an interest in attending classes on our campus. St. Louis Community College at Forest Park serves more than 10,000 students in day, evening, weekend and continuing education courses.

Programs are offered for a diverse student population in programs such as business, social science, humanities, science, engineering technology and numerous allied health areas. We are a non-residential campus, however, ample housing is available in the St. Louis area.

We invite you to contact our office for additional information on college selection at (314) 644-9107 and we urge you to visit our campus to receive personal assistance from a college advisor. **Campus tours are offered at 11 A.M. daily, Monday through Friday.** A copy of your letter has been forwarded to the INSERT NAME OF Department for additional information to be sent to you.

Let us know how we may be of service to you.

Sincerely,

Jo Grove
Enrollment Management

JGH/lw

Enclosures

APPENDIX SIX

LETTERS: BUSINESS (LOCAL)

BUSINESS (LOCAL)
LETTER5

X
X
X

Dear X:

The Office of Admissions is pleased to supply informational materials to you and your staff. These materials will be mailed under separate cover.

At St. Louis Community College at Forest Park we are always ready to answer questions, provide a campus tour or arrange an appointment in the area of your choice. Let us know how we may be of service to you and your staff in pursuing new educational goals. **Campus tours are offered at 11 A.M. daily, Monday through Friday.**

Feel free to contact our office at (314) 644-9107.

Sincerely,

Jo Grove
Enrollment Management

JGH/lw

APPENDIX SEVEN

LETTERS: BUSINESS (OUT OF STATE)

BUSINESS (OUT OF STATE)
LETTER14

X
X
X

Dear X:

The Office of Admissions is pleased to supply informational materials to you and your staff. These materials will be mailed under separate cover.

At St. Louis Community College at Forest Park we are always ready to answer questions, and put you in touch with the department that can provide the desired educational opportunities. Let us know how we may be of service to you and your staff in pursuing new educational goals.

Feel free to contact our office at (314) 644-9107.

Sincerely,

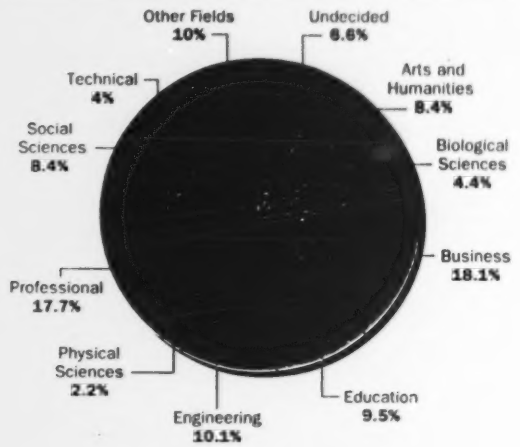
Jo Grove
Enrollment Management

JGH/lw

APPENDIX EIGHT

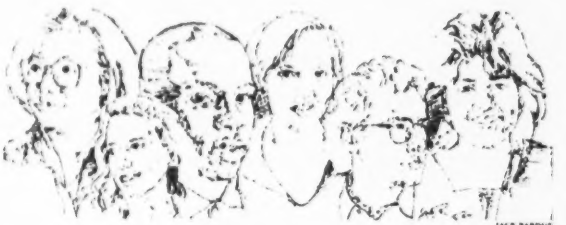
COLLEGE FRESHMEN FACTS: A

Probable Major Field of Study



Fact File

This Year's College Freshmen: Attitudes and Characteristics



JACK PARDUE

Age on December 31, 1991

16 or younger	0.1%
17	2.0
18	66.4
19	23.6
20	2.6
21-24	2.3
25-29	1.3
30-39	1.3
40-54	0.4
55 or older	0.0

Racial and ethnic background

American Indian	1.5%
Asian-American	3.1
Black	9.2
White	83.4
Mexican-American	2.7
Puerto Rican-American	0.6
Other	1.9

Average grade in high school

A or A+	11.0%
A	12.5
B+	18.3
B	24.4
B-	14.3
C+	12.2
C	7.0
D	0.4

Year of high-school graduation

1991	90.9%
1990	2.9
1989	0.9
1988 or earlier	3.4
High-school equivalency (GED test)	1.6
Never completed high school	0.3

Have had remedial work in:

English	6.5%
Reading	6.2
Mathematics	11.1
Social studies	4.6
Science	4.9
Foreign language	4.6

Current religious preference

Baptist	17.6%
Buddhist	0.3
Eastern Orthodox	0.4
Episcopal	2.1
Islamic	0.3
Jewish	1.5
Latter Day Saints	0.3
Lutheran	6.7
Methodist	8.8
Presbyterian	3.9
Quaker	0.3
Roman Catholic	33.1
Seventh Day Adventist	0.3
United Church of Christ	2.1
Other Protestant	4.3
Other	5.5
None	12.3

Born-again Christian

Yes	29.0%
No	71.0

Disabilities

Hearing	0.9%
Speech	0.5
Orthopedic	1.2
Learning	2.2
Health-related	1.3
Partially sighted or blind	2.2
Other	1.6

Residence planned during fall term

With parents or relatives	29.1%
Other private home or apartment	8.2
College dormitory	59.6
Fraternity or sorority house	0.3
Other campus housing	1.7
Other	1.1

Miles from college to home

5 or less	7.4%
6 to 10	7.9
11 to 50	30.7
51 to 100	16.6%
101 to 500	28.5
501 or more	8.9

Father's occupation

Artist (including performer)	0.7%
Businessman	25.9
Member of clergy or religious worker	1.1
Engineer	7.7
Farmer or forester	4.0
Lawyer	1.5
Military career officer	2.2
Physician or dentist	1.9
Other health professional	1.2
Research scientist	0.5
Teacher or administrator, college	0.7
Teacher or administrator, elementary school	0.9
Teacher or administrator, secondary school	3.4
Worker, skilled	10.9
Worker, semi-skilled	4.9
Worker, unskilled	3.5
Other occupation	26.0
Unemployed	3.0

Father's education (highest level)

Grammar school or less	4.1%
Some high school	7.7
High-school diploma	28.2%
Postsecondary other than college	4.9
Some college	15.7
College degree	20.7
Some graduate school	2.4
Graduate degree	16.3

Mother's occupation

Artist (including performer)	1.3%
Businesswoman	13.7
Member of clergy or religious worker	0.2
Clerical worker	10.0
Engineer	0.3
Farmer or forester	0.6
Homemaker (full-time)	15.0
Lawyer	0.2
Nurse	8.0
Physician or dentist	0.4
Other health professional	1.9
Research scientist	0.1
Social, welfare, or recreation worker	1.8
Teacher or administrator, college	0.5
Teacher or administrator, elementary school	7.7
Teacher or administrator, secondary school	4.1
Worker, skilled	2.2
Worker, semi-skilled	2.8
Worker, unskilled	2.1
Other occupation	21.3
Unemployed	5.9

Mother's education (highest level)

Grammar school or less	2.9%
Some high school	6.2
High-school diploma	33.7
Postsecondary other than college	7.5
Some college	17.8
College degree	19.4
Some graduate school	2.7
Graduate degree	9.8

Status of parents

Living with each other	71.1%
Divorced or separated	23.6
One or both deceased	5.3

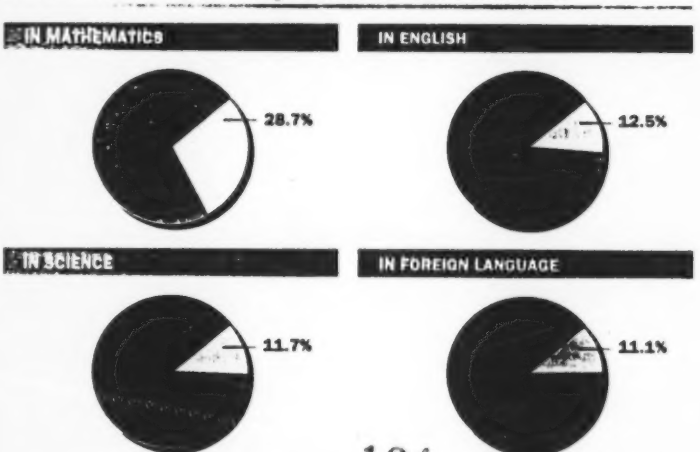
Students estimate chances are very good that they will:

Change major field	11.7%
Change career choice	11.1
Fail one or more courses	1.5
Graduate with honors	13.6
Be elected to student office	3.0
Get a job to pay college expenses	37.5
Work full-time while attending college	4.8
Join a social fraternity or sorority	16.3
Play varsity athletics	14.4
Be elected to an honor society	7.7
Make at least a B average	42.0
Need extra time to complete degree	8.5
Get tutoring in some courses	14.7
Work at outside job	23.2
Seek vocational counseling	4.6
Seek individual counseling on personal problems	3.7
Get bachelor's degree	64.0
Participate in student protests or demonstrations	5.9
Transfer to another college	13.0
Drop out permanently	0.8
Drop out temporarily	1.0
Be satisfied with college	51.1
Find job in preferred field	70.8
Marry while in college	6.6
Participate in volunteer or community service work	14.6

Student rated self above average or in highest 10 per cent in:

Academic ability	52.3%
Artistic ability	24.2
Competitiveness	53.4
Cooperativeness	69.2
Drive to achieve	65.9
Emotional health	56.0
Leadership ability	49.7
Mathematical ability	36.4
Mechanical ability	27.2
Physical health	56.7
Popularity	40.7
Public speaking ability	28.3
Reading speed and comprehension	36.1
Self-confidence (intellectual)	51.3
Self-confidence (social)	45.8
Understanding of others	65.1
Writing ability	39.4

Freshmen Who Think They Will Need Remedial Work



BEST COPY AVAILABLE

SOURCE U.S. DEPARTMENT OF EDUCATION

APPENDIX NINE

COLLEGE FRESHMEN FACTS: B

Number of other colleges applied to for admission this year

None	37.6%
One	14.7
Two	15.8
Three	13.7
Four	7.8
Five	4.7
Six or more	5.6

College attended is student's:

First choice	73.7%
Second choice	19.6
Third choice	4.3
Other	2.4

Reasons noted as very important in selecting college attended

Relatives' wishes	9.1%
Teachers' advice	4.3
Good academic reputation	51.6
Good social reputation	22.1
Offered financial assistance	27.8
Offered special education programs	22.2
Low tuition	27.7
Advice of guidance counselor	8.5
Wanted to live near home	21.3
Friend's suggestion	9.5
Recruited by college	3.9
Recruited by athletic department	5.0
Graduates go to top graduate schools	22.2
Graduates get good jobs	43.5
Religious affiliation of college	4.5
Size of college	35.0
Racial or ethnic makeup of student body	7.4
Not accepted anywhere else	2.2

Highest degree planned at college attended

None	4.4%
Vocational certificate	2.5
Associate (or equivalent)	26.1%
Bachelor's	48.7
Master's	12.8
Ph.D. or Ed.D.	1.8
M.D., D.O., D.D.S., or D.V.M.	1.2
LL.B. or J.D.	0.7
B.D. or M.Div.	0.2
Other	1.5

Highest degree planned anywhere

None	1.4%
Vocational certificate	1.8
Associate (or equivalent)	7.3
Bachelor's	28.2
Master's	35.5
Ph.D. or Ed.D.	12.5
M.D., D.O., D.D.S., or D.V.M.	6.9
LL.B. or J.D.	4.4
B.D. or M.Div.	0.3
Other	1.8

Probable career occupation

Accountant or actuary	4.7%
Actor or entertainer	0.9
Architect or urban planner	2.2
Artist	1.6
Business (clerical)	1.3
Business executive	7.3
Business proprietor	2.5
Business salesperson or buyer	1.1
Clergy (minister or priest)	0.2
Clergy (other)	0.1
Clinical psychologist	1.5
Computer programmer or analyst	2.4
Conservationist or forester	1.1
Dentist	0.5
Dietitian or home economist	0.2
Educator (college)	0.5
Educator (elementary)	5.2
Educator (secondary)	3.5
Engineer	9.0
Farmer or rancher	0.7
Foreign service worker	0.7
Homemaker (full-time)	0.3
Interior decorator	0.4
Interpreter	0.2
Journalist or writer	1.9%
Lab technician or hygienist	0.6
Law enforcement officer	1.9
Lawyer or judge	4.5
Military service	0.9
Musician	1.0
Nurse	5.2
Optometrist	0.3
Pharmacist	1.1
Physician	4.4
Research scientist	1.5
School counselor	0.4
School principal	0.1
Social, welfare, or recreation worker	1.2
Statistician	0.1
Therapist	3.4
Veterinarian	1.1
Skilled trades	1.8
Other occupation	9.5
Undecided	11.2

Estimated parental income

Less than $6,000	3.3%
$6,000-$9,999	3.3
$10,000-$14,999	5.3
$15,000-$19,999	5.3
$20,000-$24,999	6.7
$25,000-$29,999	7.2
$30,000-$39,999	14.0
$40,000-$49,999	13.7
$50,000-$59,999	11.9
$60,000-$74,999	11.4
$75,000-$99,999	8.0
$100,000-$149,999	5.0
$150,000-$199,999	2.1
$200,000 or more	2.8

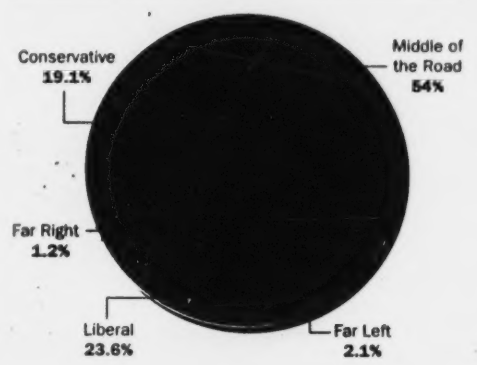
Received any aid from:

Parents, relatives, or friends	76.1%
Spouse	1.9
Savings from summer work	49.6
Other savings	28.5
Part-time job on campus	19.7
Part-time job off campus	23.7
Full-time job while in college	2.8
Pell Grant	23.2
Supplemental Educational Opportunity Grant	6.5%
State scholarship	13.4
College Work-Study	10.9
Other college grant	22.4
Other private grant	9.4
Other govt. aid (ROTC, GI, etc.)	2.6
Stafford Loan	22.1
Perkins Loan	6.9
Other college loan	5.2
Other loan	5.4
Other source	3.0

Received $1,500 or more from:

Parents, relatives, or friends	48.1%
Spouse	0.4
Savings from summer work	6.5%
Other savings	5.7
Part-time job on campus	1.5
Part-time job off campus	1.4
Full-time job while in college	0.7
Pell Grant	7.2
Supplemental Educational Opportunity Grant	1.4
State scholarship	3.7
College Work-Study	1.8
Other college grant	10.5
Other private grant	2.4
Other govt. aid (ROTC, GI, etc.)	1.5
Stafford Loan	13.1
Perkins Loan	1.8
Other college loan	2.9
Other loan	3.2
Other source	1.3

Political Views



Their Opinions, Activities, and Goals

	Total	Men	Women
Activities in the past year:			
Attended a religious service	82.7%	78.9%	86.1%
Was bored in class *	30.0	30.8	29.8
Participated in organized demonstrations	39.0	36.8	40.8
Failed to complete homework on time	65.6	70.9	61.0
Tutored another student	44.7	43.6	45.6
Did extra work or reading for a class *	10.6	8.8	12.1
Studied with other students	84.1	83.0	85.1
Was a guest in teacher's home	27.9	28.1	27.7
Smoked cigarettes *	11.3	10.4	12.1
Drank beer	57.3	63.8	51.6
Drank wine or liquor	56.8	54.8	58.6
Stayed up all night	78.8	79.9	77.9
Spoke a language other than English at home *	6.3	6.2	6.3
Felt overwhelmed by all I had to do *	20.2	13.3	26.2
Felt depressed *	8.9	6.1	11.3
Performed volunteer work	64.7	62.1	66.8
Came late to class	54.0	57.0	51.4
Played a musical instrument	37.2	34.8	39.4
Asked a teacher for advice after class *	18.6	16.3	20.6
Voted in a student election	78.0	77.6	78.4
Used a personal computer *	37.5	38.9	36.2
Typed a homework assignment *	31.1	28.8	33.0
Discussed politics *	20.5	23.9	17.6
Discussed sex *	31.5	35.8	27.9
Demonstrated for change in some military policy	9.2	10.2	8.3
Reasons noted as very important in deciding to go to college:			
Parents wanted me to go	33.7%	31.9%	35.2%
Could not find job	7.3	6.7	7.9
To get away from home	15.6	15.5	15.7
To be able to get a better job	78.6	77.7	79.4
To gain a general education and appreciation of ideas	60.7	53.5	66.9
To improve reading and study skills	37.4	32.6	41.6
Nothing better to do	2.8	3.4	2.3
To become a more cultured person	37.2	30.5	43.0
To be able to make more money	74.7	77.1	72.6
To learn more about things that interest me	73.2	69.4	76.4
To prepare for graduate or professional school	54.2	48.8	58.9
Agree strongly or somewhat that:			
Government is not doing enough to protect the consumer from faulty goods and services	69.1%	65.1%	72.6%
Government is not doing enough to control pollution	85.5	84.4	86.5
Taxes should be raised to reduce the federal deficit	25.5	29.3	22.2
There is too much concern in the courts for the rights of criminals	65.3	67.6	63.4

* Frequently only; all other activities frequently or occasionally

	Total	Men	Women
Military spending should be increased	26.0%	28.1%	24.1%
Abortion should be legal	63.0	63.0	63.0
The death penalty should be abolished	21.1	18.8	23.2
It is all right for two people who really like each other to have sex even if they've known each other for a very short time	50.1	65.0	37.2
Married women's activities are best confined to home and family	26.0	31.9	20.8
Marijuana should be legalized	20.9	24.2	18.0
Busing to achieve racial balance in schools is all right	54.7	54.7	54.8
It is important to have laws prohibiting homosexual relationships	42.2	53.4	32.5
The chief benefit of college is that it increases one's earning power	71.0	75.2	67.3
Employers should be allowed to require employees or job applicants to take drug tests	80.8	79.1	82.3
The best way to control AIDS is through widespread, mandatory testing	66.4	68.3	66.5
Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her	87.1	80.4	92.8
The government should do more to control the sale of handguns	78.1	66.8	87.8
A national health-care plan is needed to cover everybody's medical costs	75.8	72.1	79.0
Nuclear disarmament is attainable	63.7	64.8	62.7
Racial discrimination is no longer a major problem in America	20.3	22.8	18.0
The federal government should do more to discourage energy consumption	78.5	78.2	78.8
Realistically, an individual can do little to bring about changes in our society	31.3	35.0	28.0
Objectives considered essential or very important:			
Becoming accomplished in a performing art	10.1%	9.7%	10.5%
Becoming an authority in own field	67.6	69.4	66.1
Obtaining recognition from colleagues for contributions to field	53.2	53.9	52.6
Influencing the political structure	17.9	19.5	16.5
Influencing social values	39.6	33.6	44.7
Raising a family	67.7	66.4	68.9
Having administrative responsibility for the work of others	41.2	41.9	40.6
Being very well-off financially	73.7	77.3	70.5
Helping others who are in difficulty	60.3	50.2	68.9
Making a theoretical contribution to science	15.8	18.5	13.5
Writing original works	12.0	12.0	12.1
Creating artistic work	11.3	11.4	11.2
Becoming successful in own business	42.0	47.3	37.5
Becoming involved in programs to clean up environment	31.3	30.4	32.0
Developing a meaningful philosophy of life	43.2	41.6	44.6
Participating in a community action program	23.5	19.9	26.6
Helping to promote racial understanding	33.7	29.9	36.8
Keeping up to date with political affairs	37.1	39.9	34.7

Number of hours per week in the last year spent on these activities

None:	
Studying or doing homework	1.7%
Socializing with friends	0.3
Talking with teachers outside of class	8.8
Exercising or sports	4.9
Partying	14.9
Working	26.8
Volunteer work	47.0
Student clubs or groups	29.2
Watching television	4.3
6 or more hours:	
Studying or doing homework	38.1%
Socializing with friends	77.1
Talking with teachers outside of class	5.6
Exercising or sports	48.2
Partying	33.3
Working	60.2
Volunteer work	6.5
Student clubs or groups	15.7
Watching television	34.1

High-school activities and awards

Was elected president of one or more student organizations	18.7%
Received a high rating in a state or regional music contest	10.5
Had a major part in a play	11.1
Won an award in an art competition	7.9
Took an SAT or ACT preparation course	35.4
Edited a school publication	11.4
Participated in course-related community service projects	17.9
Won an award in a state or regional science contest	5.1
Was a member of a scholastic honor society	27.0

Note: The statistics are based on survey responses of 210,739 freshmen entering 431 two-year and four-year institutions in the fall of 1991. The figures were statistically adjusted to represent the total population of 1.6 million first-time, full-time freshmen. Because of rounding or multiple responses, figures may add to more than 100 per cent.

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1991," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

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GLOSSARY

Advertising. The use of paid media by a seller to communicate persuasive information about its products, services, or organization.

Advertising Goal. A specific communication task, to be accomplished among a defined audience, in a given period of time.

Attitude. A person's enduring favorable or unfavorable cognitive evaluations, emotional feelings, and action tendencies toward some object or idea.

Belief. A descriptive thought that a person holds about something.

Buyer. Anyone who might conceivably buy a given product.

Buying Center. All those individuals and groups who participate in the purchasing decision-making process, who share some common goals and the risks arising from the decisions.

Concentration Strategy. A marketing strategy in which the firm concentrates its resources only in the strongest markets and channels while phasing out its efforts elsewhere.

Consumerism. An organized social movement seeking to strengthen the rights and power of consumers vis-a-vis sellers.

Continuation Strategy. A marketing strategy in which the firm continues to use the same market segments, channels, pricing, and promotion.

Cues. Minor stimuli that determines when, where and how the person responds.

Evoked Set. The set of alternatives that the buyer might or did consider at the stage of the decision process.

Exchange. The act of obtaining a desired object from someone by offering something in return.

Forecasting. The art of anticipating what buyers are likely to do under a given set of conditions.

Human Need. A state of felt deprivation in a person.

Image. The set of beliefs that a person or a group holds of an object.

Image Persistence. The result of people's continuing to see what they expect to see, rather than what is.

Learning. Changes in an individual's behavior arising from experience.

Macroenvironment. The totality of major institutions and forces that are external and potentially relevant to the firm.

Market. The set of all actual and potential buyers of a product.

Market Demand. The term refers to the total volume that would be bought by a defined customer group in a defined geographical area in a defined time period in a defined marketing environment under a defined marketing program.

Market Development. The term refers to the company's seeking increased sales by taking its current products into new markets.

Market Forecast. The market forecast shows the expected level of market demand for the expected level of industry marketing effort and the given environment.

Marketing. Human activity directed at satisfying needs and wants through exchange processes.

Marketing Audit. A comprehensive, systematic, independent, and periodic examination of a company's--or a business unit's--marketing environment, objectives, strategies, and activities with a view to determining problem areas and opportunities and recommending a plan of

action to improve the company's marketing performance.

Marketing Concept. A management orientation that holds that the key to achieving organizational goals consists of the organization's determining the needs and wants of target markets and adapting itself to delivering the desired satisfactions more effectively and efficiently than its competitors.

Marketing Firms. Business firms--such as advertising agencies, marketing research firms, and marketing consulting firms--that assist in targeting and promoting the sellers' products to the right markets.

Marketing Information System. A continuing and interacting structure of people, equipment, and procedures designed to gather, sort, analyze, evaluate, and distribute pertinent, timely, and accurate information for use by marketing decision makers to improve their marketing planning, execution, and control.

Marketing Management. The analysis, planning, implementation, and control of programs designed to create, build, and maintain mutually beneficial exchanges and relationships with target markets for the purpose of achieving organizational objectives. Effective marketing management involves a disciplined analysis of the needs, wants, perceptions, and preferences of consumer and intermediary markets as the basis for effective product design, pricing, communication, and distribution.

Marketing Mix. The particular blend of controllable marketing variables that the firm uses to achieve its objectives in the target market.

Marketing Process. The managerial process of identifying, analyzing, choosing, and exploiting marketing opportunities to fulfill the company's mission and objectives.

Marketing Research. The systematic design, collection, analysis, and reporting of data and the findings relevant to a specific marketing situation facing the company.

Marketing Strategy. The fundamental marketing logic by which the business unit intends to achieve its marketing objectives. Marketing strategy consists of a coordinated set of decisions on (1) target markets, (2) marketing mix, and (3) marketing expenditure level.

Marketing System. A set of interacting participants, markets, and flows that are involved in an organized arena of exchange.

Market Penetration. The term refers to the company's seeking increased sales for its current products in its current market through more aggressive marketing effort.

Market Potential. The limit approached by market demand as industry marketing expenditure goes to infinity, for a given set of competitive prices and given environment.

Market Segmentation. The act of dividing a market into distinct and meaningful groups of buyers who might merit separate products and/or marketing mixes.

Organization Marketing. Those activities undertaken to create, maintain, or alter attitudes and/or behavior of target audiences toward particular organizations.

Perception. The process by which an individual selects, organizes, and interprets information inputs to create a meaningful picture of the world.

Pricing Strategy. The task of defining the rough initial price range and planned price movement through time that the company will use to achieve its marketing objectives in the target market.

Primary Data. Data that are originally collected for the specific purpose at hand.

Product. Anything that can be offered to a market for attention, acquisition, use, or consumption that might satisfy a need. It includes physical objects, services, persons, places, organizations, and ideas.

Product Concept. (1) A management orientation that assumes that consumers will favor those products that offer the most quality for the price, and therefore the organization should devote its energy to improving product quality. (2) A particular subjective consumer meaning that a company tries to build into a product area.

Product Image. The particular subjective picture that consumers actually acquire of the product.

Public. Any group that has an actual or potential interest in or impact on an organization's ability to achieve its objectives.

Publicity. The securing of free editorial space or time.

Pull Strategy. A strategy that calls for spending a lot of money on advertising and consumer promotion aimed at the final consumer to build up demand for the product.

Push Strategy. A strategy that calls for using the sales force and trade promotion to push the product through the channels.

Role. A set of activities that the individual is supposed to perform according to the definition and expectations of the individual and the persons around him or her.

Secondary Data. Data that already exist somewhere, having been collected for another purpose.

Selective Distortion. Name given to the tendency of people to twist information into personal meanings.

Selling Concept. A management orientation that assumes that consumers will either not buy or not buy enough of the organization's products unless the organization makes a substantial effort to stimulate their interest in its products.

Service. Any activity or benefit that one party can offer to another, is essentially intangible, and does not result in the ownership of anything. Its production may or may not be tied to a physical product.

Societal Marketing Concept. A management orientation that holds that the key task of the organization is to determine the needs, wants, and interests of target markets and to adapt the organization to delivering the desired satisfactions more effectively and efficiently than its competitors in a way that preserves or enhances the consumer's and the society's well-being.

Strategic Planning. The managerial process of developing and maintaining a strategic fit between the organization and its changing market opportunities. It relies on developing a clear company mission, objectives and goals, growth strategies, and product portfolio plans.

Target Market. A well-defined set of customers whose needs the company plans to satisfy.

Target Marketing. The act of selecting one or more of the market segments and developing a positioning and mix strategy for each.

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BIOGRAPHY OF THE AUTHOR

Josephine Blunt Grove, born in Marianna, Arkansas, relocated at a very early age to St. Louis, Missouri. In her late teens, the author expressed an interest in health care and was graduated in 1962 from the St. Louis Board of Education School of Practical Nursing. It would be ten years and four children later, before the author received an Associate degree in Nursing from Thornton Community College in suburban Chicago, Illinois. The next ten years were spent in the health care industry until in 1983, the author received a B.A. degree from Stephens College in Columbia, Missouri. It was in Columbia that the author became interested in higher education. The author has held positions as a recruitment officer at the University of Missouri-Columbia, and as Assistant Director of Admissions at Oklahoma State University. Currently, the author is Coordinator of Enrollment Management at St. Louis Community College at Forest Park in St. Louis, Missouri.